

PUBLIC • EDUCATION

• PENNSYLVANIA •

Monthly Bulletin
DEPARTMENT OF PUBLIC INSTRUCTION
Commonwealth of Pennsylvania

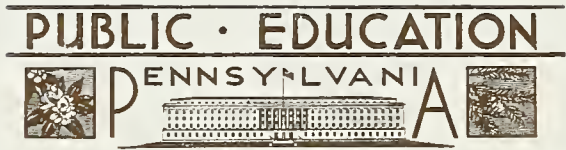
HISTORIC PENNSYLVANIA



THE GREAT HOUSE—OLD ECONOMY

"Ah, but a man's reach should exceed his grasp,
Or what's a heaven for?"

—Robert Browning, *Andrea del Sarto*



Pennsylvania Public Education

Published monthly by
The Department of Public Instruction
Commonwealth of Pennsylvania
Education Building, Harrisburg

Entered as second-class matter September 1,
1933, at the Post Office at Harrisburg,
Pennsylvania, under Act of
August 24, 1912

FRANCIS B. HAAS, *Superintendent of Public
Instruction, Chairman of the State Council
of Education, and the Board of Presidents
of State Teachers Colleges*

CLARENCE E. ACKLEY, *Deputy Superintendent*

F. STEWARD HARTMAN, *Executive Assistant*
A. W. CASTLE, *Editor*

Vol. 7 March, 1940 No. 7

All material herein is released to the
press upon receipt.

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PENNSYLVANIA'S CHILDREN

The children of America are the real wealth of the Nation. Through them our social heritage is transmitted. In them is invested society's hope for the sustained and growing physical vigor of our people; for the perpetuation and strengthening of our ethical purpose; for a universally increased devotion to humanitarian, democratic principles; and for the preservation and refinement of our cultural appreciations and of our spiritual aspirations.

Recently the Fourth Decennial White House Conference closed its sessions. From this detailed inquiry over a period of nine months, a report to the President has been made embodying eighty-three recommendations regarding the following eleven major aspects of child welfare: Family Life, Economic Resources, Housing, Economic Aid, Social Service, Minority Groups, Religion, Health and Medical Care, Education, Leisure Activities, and Child Labor and Youth Employment.

The recommendations of the Conference constitute a program and represent the judgment of the six hundred government officials, physicians, educators, clergymen, social workers, economists, and representatives of industry, labor, and agriculture. The degree of success in achieving reasonable aims will depend upon the extent to which each of us, in our respective capacities, contributes his share. While every school official and teacher has an interest and equity in all aspects of child welfare, certain of the findings of the studies made, are directly related to the responsibilities of our public school system.

In connection with the problem of equalizing educational opportunity, the Conference reports that for the Nation as a whole, hundreds of thousands of children, seven to thirteen years of age, are not attending any school. For Pennsylvania, however, the latest available enumeration of 1938 revealed 2,131,800 children, six to seventeen years of age inclusive, and a total school enrolment for that year (1938-1939) of 2,128,693, of which 1,837,273 were in public schools. Of this public school enrolment, there were 1,179,486 elementary and 657,787 secondary school pupils.

In secondary school attendance, the situation in Pennsylvania is interesting. In addition to the disparity existing between the school programs of rural areas generally and those of urban districts, there appear to be more than 4,000,000 girls and boys of teen-age lacking school or vocational opportunity. Further interesting situations have to do with our atypical children. Careful estimates place the number of our physically handicapped children needing special education at 167,000, with only 20,000, or 12%, in special classes; and of 65,700 mentally handicapped children, only 13,222, or 20%, are receiving needed treatment. Approximately 65,000 mentally superior pupils in our public schools offer another field of vast opportunity.

Of prime importance too, is the health of our children. In medical inspection rapid improvement has been steadily taking place. The most recent summaries available (1937-1938) show that of our public school enrolment of 1,909,747 for that year, 1,513,355 pupils were examined. Of the number examined, 961,432, or more than 59%, were found to be defective in health, sight, hearing, or other respect. Of 495,402 pupils in fourth class districts inspected by the State Department of Health during that year, 366,652, or more than 74%, were found to be defective in one or more respects. Of 1,017,953 pupils examined in first, second, and third class districts, 594,780, or more than 58%, were found to be defective.

Complete records of follow-up treatments are not available for fourth class districts, but in first, second, and third class districts, of the 594,780 of such pupils found to be defective, only 269,429, or less than 45%, received treatment. As in providing equal educational opportunity, free school lunches for the undernourished, clothing for the underprivileged, constructive leisure occupation for all, and like demands, we are not yet reaching all of our children with an indispensable medical examination, and we have yet to establish a program of follow-up treatment of the defects so revealed, which will supplement the examinations now being made.

The assertion "The best is none too good for our children", is as commonplace as it is true. On the other hand, every person in a position of public trust is keenly aware of the urgent need for stringent economy. We cannot, with fairness, however indifferently default our present professional obligations and pass on to the next generation the solution of our growing socio-economic problems. A major part of the immediate solution seems to lie in an increased individual devotion to our respective tasks—in a determination to make the most of what we have, to use to the utmost the facilities which are now available, to summon every possible local contribution to the cause, and to muster, as largely as possible, even more time and energy in local leadership, teaching, counselling, and planning, as part compensation until funds are forthcoming.

Francis B. Haas

Frontispiece

OLD ECONOMY The Harmony Society

On a plateau beside the Ohio River, in the city of Ambridge, Pennsylvania, rests "Old Economy" in silent, dignified resignation. Proudly, it seems to shrink from present-day materialism. Pensively, it seems to dwell upon a gloriously serene and successful past.

Old Economy, named Economy from the German "Oekonomie", stands today, the tangible remains of the communized structure of The Harmony Society—a softening shadow of the long persevering arm of the Old World Pietists—a lingering symbol of deep-seated religious conviction and enduring faith—mute evidence of a noble aspiration and a saintly and sustained purpose.

The Harmony Society may be said to have had its origin in Wurtemberg, Germany. It was there that George Rapp, a peasant-born lay preacher and his followers, one of many such eighteenth-century groups opposing the intellectual attacks then being made upon Pietistic principles, decided to secure religious freedom by migrating to America. In 1803 Rapp, then only twenty-nine years of age and having already preached since he was thirteen years old, sold his property in Wurtemberg and came to Baltimore to find a suitable place for his settlement in the New World, leaving his affairs in the hands of his assistant, Frederick Reichert.

Rapp was a devout chiliast and believed that man's life here on earth was but a temporary sojourn awaiting the New Advent, the date of which was definitely established by many ecclesiastics of his day as of the year 1836. The success of his strong and benevolently despotic leadership is shown by the three prosperous colonies which he successively established in the New World. The first of these colonies was a tract of 5,000 acres on the bank of the Connoquenessing Creek in Butler County, Pennsylvania, which was named "Harmonie", or Harmony, to emphasize this quality of human relations as the social virtue most vital to the success of their undertaking. It was here that The Harmony Society was organized on February 15, 1805.

After ten successful years there, the Harmonites sold their lands, with all buildings and improvements, to one Abraham Ziegler, for \$100,000, and migrated in a body to a 25,000-acre tract along the bank of the Wabash River in Indiana, where they founded, in 1815, the town of New Harmony. Although beset by malaria, with which this area was infested, and the hostility of neighboring settlements which greatly restricted the market for their skilled services and products, it is of record that in 1823, eight years after the settlement of New Harmony, they offered to lend money to the State of Indiana at 6% interest. They completed the second decennary in New Harmony, and then, in 1825, again selling their entire estate to one Robert Owen, for \$150,000, they returned to Pennsylvania and founded the town of Economy, their final location.

By the organization of The Harmony Society at Harmony, Pennsylvania, in 1805, Rapp was made head of the Society, Reichert was placed in charge of financial matters, and a communistic covenant was formally drawn and signed by 391 mature members, with only a few adults dissenting. By this pledge all members agreed to turn over to George Rapp and his associates, all of their real and personal property for community use and benefit, and to abide by the rules and regulations of the Society. In return, they were to be supplied with the benefits of church and school instruction, and all of the necessities of life, whether well or sick, whether aged or otherwise unable to perform labor, and whether as children they were the off spring of living or deceased member parents. The inherent justice of this agreement is shown by its provision that although any member withdrawing from the community would have no claim against it for compensation for his labor, such member, upon withdrawal, would receive the value of the property he brought to the community, to be refunded, without interest, in one to three annual instalments as might be determined. More than this, it was provided that if withdrawing members had brought no material value to the community, that they would receive a money reward in proportion to the length of their membership in the Society, the manner in which they had conducted themselves, and in accordance with their respective needs.

From John Duss, trustee of the Society from 1890 to 1903, we learn that "as far back as 1807 a great number of the Society had adopted the celibate life", although this, in the early days, was not through any doctrine preached, for marriages did occur in the Society, including that of Rapp's only son, John, and Rapp himself solemnized the marriages. Later, however, Father Rapp, as he came to be called, vigorously advocated celibacy for the members of his group and rigorously reprimanded the slightest breach of this principle.

The sincerity of Rapp has never been questioned. He voluntarily relinquished all claim to his personal fortune, giving it outright to the Society. Although he assumed a rigid spiritual and secular leadership in all matters, his followers, almost without exception, accepted his judgment in all matters without question. It is known that the Harmonites were duly naturalized and that they occasionally voted in the general elections by the orders and under the direction of their leader, down to the year 1840, at which time anonymous threats to burn their village, probably arising from political motives, led Rapp to keep his people away from the polls on days of general elections, restricting the exercise of their right of suffrage to local township officials only.

(Continued on page 32)

EDUCATION CONGRESS OF 1940

OCTOBER 2-3

THE FORUM, EDUCATION BUILDING, HARRISBURG

PLEASE RESERVE THESE DATES NOW

Your contributions will be needed in planning a comprehensive, long-range working program.

The personnel of the Education Congress Committee for 1940 will be announced in the immediate future.

—F. B. H.

Executive Office

FRANCIS B. HAAS
Superintendent of Public
Instruction

APPEAL OF MILTON G. BECKER, a Professional Employee from a decision of the Board of School Directors of Pine Grove Township, Schuylkill County, Pennsylvania

OPINION

Teachers' Tenure Hearing

Francis B. Haas

Superintendent of Public Instruction

In the Office of the Superintendent of Public Instruction, Commonwealth of Pennsylvania, at Harrisburg, Pennsylvania, Nov. 3, December 19, 1939

This case comes before the Superintendent of Public Instruction on an appeal by Milton G. Becker, a professional employee, from a decision of the board of school directors of Pine Grove Township School District, terminating his contract. The reasons assigned by the board were as follows:

"1. For being extremely cruel in inflicting punishment on students, going far beyond what was reasonable and proper. That on April 20, 1939, he wilfully and violently beat * * * an eleven year old student, using a heavy stick which broke by such use. The punishment was by far too severe and unwarranted, leaving bruises, open wounds and marks on the body of the boy. On another occasion he pulled the hair of another student, causing his scalp to bleed.

"2. For violating the rules established by the School Board of the Pine Grove Township School District, relative to time of beginning of the school day, time of noon recess, and time of dismissal at the close of the school day.

"3. For general incompetency as a professional employee, as shown by numerous instances, such as inability to do simple problems as presented by school directors, failure to give an explanation of work assigned to students, failure to assist eighth grade student in preparing for County High School examination. This inability and disinterest lowering the morale of the school.

"4. For incompetency at gaining and retaining the cooperation of the parents of the students, antagonizing them at the slightest provocation, being insulting to them and ridiculing them."

The evidence presented at the hearing before the Board of School Directors of Pine Grove Township in support of the charge that the appellant was extremely cruel may be resolved into a discussion of two incidents. The first related to the punishment of a pupil, * * * age eleven, by the application of a stick upon the body of that pupil on or about April 20, 1939. The testimony pertaining to this incident was that of the pupil himself, his mother, another pupil, * * * who was a cousin of the * * * child, "certain others," and three members of the Board of School Directors of Pine Grove Township. The testimony of the boy indicated that he was whipped with a heavy stick that inflicted bruises and open wounds. The child denied any wrong doing that merited the punishment. The mother of the child testified that when the boy came home from school on the day in question his body and legs were covered with numerous marks although no open wounds existed. The three members of the school board testified that they examined the body of the child but that there was exhibited to them only

a bruise mark on his hip. A conflict of their testimony appears as to which hip bore the bruise. Testifying in his own behalf, the appellant admitted whipping the boy, * * *, but stated that the stick used was a light pointer that was split at the time the punishment was inflicted. He further indicated that the whipping was given to the boy only after other means of punishment, not corporal in nature, failed to stop the boy from interfering with discipline of the class as a whole. A consideration of the conflict in the testimony and the interest and bias on the part of the witnesses for the board prevents us from concurring in the conclusion that the appellant had exhibited extreme cruelty in this case.

An extended discussion of the rights of a teacher to inflict corporal punishment is contained in the case of Harris et al v. Galilley 125 Pa. Superior Court 505 in which Judge Stadfeld, speaking on behalf of the court, said as follows:

"The principle is broadly stated in 24 Ruling Case Law 640, as follows: 'The law clothes schoolmasters and teachers with a discretionary power with respect to the infliction of corporal punishment on their pupils. But as a general rule supported by all of the authorities, it may be stated that the punishment must be reasonable and must be confined within the bounds of moderation, that is, it must not be cruel or excessive and the master must not act wantonly or from malice or passion * * * and the instrument used must be one suitable and proper for the purpose. * * *'"

There was no evidence in this case that the appellant had abused his discretionary power to inflict corporal punishment, nor that he had exceeded the bounds of moderation.

The second incident relating to cruelty of the appellant involved the pulling of the hair of a pupil, * * *, approximately two years prior to the date of the hearing in this case. It was agreed by counsel for the board that this testimony was to be deleted (N. T. 21). No consideration, therefore, is given to this evidence.

The second charge preferred was that the appellant violated the rules of the Board of School Directors of Pine Grove Township. Among those who testified in support of this charge was a witness, whose bias was apparent. He testified that the school failed to open at the proper time on several occasions although his information was received from his daughter and, therefore, hearsay. Another witness, * * * testified that school on two occasions was not dismissed until after the noon hour, the regular hour of closing. His testimony was based on the fact that his daughter failed to return home for lunch promptly as usual. Other testimony of the same indefinite nature was offered in support of this charge, none of which merited the conclusion reached by the board that the appellant violated the rules of the board.

Executive Office—Continued

It is to be noted that at no time does it appear in the testimony that any complaint was made by the board directing the appellant's attention to an alleged error of his ways.

The last two charges which the board found were sustained by the evidence both related to incompetency. With this reasoning of the board we cannot agree in light of the expressions of our courts on the subject. Especially pertinent is the statement of the court in Conley's Appeal, 30 Pa. D & C 593 wherein it was said:

"In determining whether a school teacher has proved so incompetent as to justify her discharge under the Teachers' Tenure Act of April 6, 1937, P. L. 213, the court must be guided by expert testimony: neither opinions of persons not experienced in the teaching profession nor testimony concerning isolated incidents in a teacher's work are competent evidence upon the question."

See also Gulich Township School District v. Korman, 31 Pa. D & C 197.

No evidence in the nature of expert testimony as to the incompetency of the appellant was produced by the board.

Careful consideration has been given to the whole record in the instant case, but we are unable to agree with the conclusions reached by the board in any instance. We are required, therefore, to issue the following order.

Order

And now, on December 19, 1939, the decision of the Board of School Directors of Pine Grove Township School District terminating the contract of Milton G. Becker as a professional employe is reversed and the Board is hereby directed to reinstate the said Milton G. Becker as a professional employe of the Pine Grove Township School District.

DEPARTMENT POLICIES

Francis B. Haas

Superintendent of Public Instruction

In order to clarify misunderstanding and to unify procedure, the following policies regarding the sub-topics indicated will be followed by the Department of Public Instruction.

Transfer of Pupils

To insure the presentation of proper credentials for admission to the public schools of a school district and to facilitate the prompt admission to classes of children moving from one district to another, Transfer Cards should be used as follows:

1. Every child of school attendance age, anticipating transfer to another school district, should, without fail, be required to provide the information necessary for the issuance of a Transfer Card, including the name and number of street when possible.
2. The Transfer Card should be filled out for the applicant and sent directly to the new district.
3. If such pupil cannot be located within five days at the new place of residence, by the superintendent of schools of that district, the Transfer Card should be sent to the Department of Public Instruction.
4. If for any reason the destination of the child is unknown, such Transfer Card should likewise be sent to the Department of Public Instruction.

Exclusion of Pupils on Account of Communicable Diseases

In harmony with the ruling of the School Division of the State Department of Health, procedure in excusing pupils who have, or are suspected of having communicable diseases, shall be as follows:

1. The teacher is at all times responsible for the attendance and excusing of pupils from classes.
2. The school nurse may recommend that a child be excused from classes, but it is the responsibility of the teacher to excuse the child.
3. In case the child is suspected of having a communicable disease, the parents should be notified.

4. A child, once so excused, cannot be readmitted by the teacher until there is furnished to the teacher a certificate or statement from a practicing physician indicating that the child is free from any communicable disease.

5. If the medical inspector has diagnosed the case and has pronounced the child as having a communicable disease, the case is to be reported immediately to the Health Officer who will place a quarantine on the child's home.

6. This report must be returned to the teacher within the next forty-eight hours.

Excusing Pupils for Dental Work

In order to encourage dental work, the following general policies are suggested:

1. Ordinarily, dental work should be done after school, on Saturdays, and during the vacation periods of the pupil.
2. Exceptions to this practice are at the discretion of the local superintendent, but the time for such appointments should be arranged so as to interfere as little as possible with the program of work which the pupil is following.
3. When pupils are excused for dental work, the dentist should send a written statement, to the teacher, or the principal, giving the exact time the child came for the appointment, and the exact time at which he left the dentist's office.
4. The parents should send a statement to the teacher or principal averring knowledge and consent of the absence of the child from school, during the time and for the purpose specified.

Religious Holidays

With regard to absence from school on religious holidays, the following procedures are suggested:

1. Although the School Laws of Pennsylvania do not include a specific provision with regard to absence from school on religious holidays, it will be deemed proper to classify the absence of children as excused, on such days when parents refrain from their usual secular duties and close their places of business to attend religious services.

Executive Office—Continued

2. A statement of such absence covering such an observance should be signed by the parent and by the person in charge of the religious service.

3. All other absences of pupils should be classified as specified in the School Attendance Register.

Absence of Pupils to Take Educational Trips

1. In all cases of absence because of authorized school journeys, such experience is in lieu of school work and the child should be marked "present."

2. In such school excursions the teacher should be authorized to take the pupils on the trip by the board of school directors, or through its superintendent or supervising principal.

3. In such authorized school excursions, the payment of traveling expenses of the teacher, incident to the trip, would ordinarily be authorized by the board of school directors.

4. If such a trip is not organized as a school journey, and not accompanied and directed by a teacher, but is approved by the local school officials, the pupils concerned are to be marked absent and such absence shall be indicated as "excused absence."

Residence of a Child

In determining the residence of a child, the following general principles will be observed:

1. If both parents are living, and if there is no court order

otherwise legally establishing the residence of the child, the residence of the father is the residence of the child.

2. If only one parent is living, the residence of that parent is the residence of the child.

3. If both parents are deceased, the residence of the child is the residence of the guardian of his person.

4. If there be no guardian of his person, the residence of the child is the residence of the last surviving parent at the time of death.

Audiometric Program

Until further notice the following policies will be followed relative to the audiometric program of the State Department of Public Instruction:

1. Until sufficient funds are available to permit planning otherwise, the audiometers of the Department will be placed under the direction of Dr. T. Ernest Newland, Chief of Special Education.

2. It shall be the policy of the Department of Public Instruction to continue, as started this year, to furnish audiometers to district and county superintendents upon request.

3. When audiometers need adjustment, they should be returned to Doctor Newland's office for repair.

SAFETY AND CONVENIENCE IN TRANSPORTATION OF PUPILS

Francis B. Haas

Superintendent of Public Instruction

Probably no aspect of our program of safety education is more important and urgent than that having to do with the transportation of our pupils. More and more each year, our rapidly increasing traffic multiplies highway hazards.

While Pennsylvania is in the vanguard of states in school bus standards and regulations, too great emphasis cannot be placed upon this grave responsibility of our public schools. In the following sections will be found the more important safety provisions of the regulations of the State Council of Education governing the transportation of public school pupils, and of the Vehicle Code.

State Council of Education Regulations

The Pennsylvania State Council of Education has adopted standards and regulations to control and safeguard the transportation of public school pupils. The chief purpose of these regulations on pupil transportation is to assure the safety, comfort, and convenience of the pupils transported. The following rules on pupil transportation are culled from the regulations prescribed by the State Council in support of the premise that pupils shall be safe and comfortable while riding in the school bus.

1. All routes should be planned in the interest of safety as well as convenience. Safety should never be sacrificed for speed.

2. In general, the bus should go as near to the homes of pupils as practicable, but there is no necessity or obligation to stop at every home.

3. An operating time schedule shall be prepared for each route prior to the opening of school. This schedule shall designate the *time* and *place* of all bus stops both morning and evening. Parents of pupils to be transported shall be notified of the schedule and the bus stop where their children are expected to board and leave the bus.

4. The time schedule should conform to the schedule of the school served and should not deliver pupils at school before teachers are on duty, or require them to remain in the evening after teachers have left.

5. The driver shall adhere as closely as possible to the time schedule and shall not depart from any designated stop before two minutes after the scheduled time unless all pupils are on board. He shall sound the horn at each stop and shall wait for any pupil who is observed to be making an effort to meet the bus.

6. Pupils shall be taken on and discharged from the bus *only* at the designated stops and at the extreme right of the road. All stops should, if possible, be made at a point where the highway can be seen clearly for a distance of 500 feet in both directions.

Executive Office—Continued

7. As far as possible, bus stops should be made at a point where children can be sheltered against inclement weather while waiting for the bus. Wherever children are required to walk to meet the bus, such shelter must be provided. A shelter enclosed on three sides is recommended. Such shelter need not be heated.
8. No pupil shall be permitted to get on or off the bus while it is in motion. In discharging pupils, the driver shall see that each pupil crossing the highway is safely across before starting the bus. Children shall pass in *front* of the bus to cross the highway. Where the crossing is extremely hazardous, the driver shall stop the engine and escort pupils across the highway.
9. Each pupil shall be assigned a regular seat in the bus so that pupils may enter or leave the bus with a minimum of disturbance to others.
10. No bus shall be loaded beyond the capacity indicated on the "Approved Inspection Sticker."
11. "Safety drills," making use of the emergency door of the bus, shall be conducted from time to time and at least once each month.
12. The driver should always give the proper signal before stopping to receive or discharge pupils.
13. The driver shall:
 - (a) Be thoroughly reliable and of good moral character.
 - (b) Be able bodied, free from communicable disease, and have normal use of both hands, both feet, both eyes, and both ears.
 - (c) Be responsible for maintaining proper discipline on the bus.
 - (d) Refrain from eating or smoking while operating the bus.
 - (e) Refrain from the use of intoxicating liquors while operating the bus.
 - (f) Refrain from the use of profane or indecent language.
 - (g) Observe all the rules and regulations of the road.
14. All motor vehicles used in the transportation of school children shall come to a complete stop immediately before traversing railway or trolley grade crossings.
15. The gasoline tank of the school bus shall not be filled when there are pupils in the bus.
16. No person shall be allowed to occupy such position that will interfere with the vision of the driver at the front, sides, or, by means of a mirror, to the rear.
17. Every school bus must make a complete stop at highway intersections protected by "stop" signs and the driver must exercise the utmost care before proceeding.
18. The driver must not leave the motor vehicle without first stopping the motor and setting the brakes.
19. No bus shall exceed a speed limit of 35 miles per hour.
1. The body of the vehicle shall be of all metal construction and of the closed type, and shall provide only one compartment for the operator and school children.
2. The exhaust system shall be so constructed that exhaust gases will be kept out of the body of the school bus, and adequate ventilation shall be provided in all school buses.
3. There shall be an entrance door located to the right of the operator and at all times controlled only by such operator. The door shall be at least *twenty-four* (24) inches wide, and shall be *an approved safety type with suitable hand rails*.
4. There shall be an emergency exit door in the rear or on the left side near the rear of the vehicle, equipped with an emergency lock operated from the inside of the vehicle, which may be quickly released, and which shall be protected against accidental release. The emergency exit door shall open outwards, and shall be at least *twenty* (20) inches wide, and shall be labeled in black letters at least *three* (3) inches high on both the outside and inside "Emergency Door."
5. All windows shall be so constructed and installed that they shall readily slide up and down only, except that the windows in the rear of the bus shall be stationary. All side windows in the bus shall be provided with removable heavy wire mesh or other removable guard of a sufficient height to prevent the extension of hands.
6. There shall be at least *thirteen* (13) inches of seating space provided for each school child carried. And there shall be a measurement of at least *twelve* (12) inches from the front of every seat to the back of the seat next to the rear. All seats shall have spring cushions, and all back rests shall be well padded and shall be securely fastened to the bus. There shall be no longitudinal seats opposite to and facing each other within a distance of *eighteen* (18) inches, *and in all new buses purchased after the effective date of this act there shall be no longitudinal seats*.
7. Every school bus shall be of a uniform color which shall be orange, and every such bus shall be labeled both in the front and in the rear with black letters, not less than *six* (6) inches in height, with the words "School Bus," showing to the outside.
8. Every school bus shall be equipped with at least one (1) fire extinguisher of *approved type*, in good condition, and ready for use as prescribed by the secretary, *and shall be so placed that it can be readily reached from the operator's seat*.

The definition of a school bus does not include motor buses operated by common carriers and certificated by the Public Utility Commission.

The Pennsylvania Motor Police inspect school buses annually, not later than August, to determine whether they conform with the provisions of the Vehicle Code and the regulations of the State Council of Education.

Pennsylvania has been spared the grief and sorrow of any major school bus catastrophies. Much credit for this enviable record is due the Pennsylvania Motor Police for their rigid enforcement of the regulations and safety measures prescribed by the State Council of Education and the Department of Revenue.

Safety Provisions of the Vehicle Code

The Department of Revenue promulgates in the Vehicle Code specific safety requirements for school buses, which apply to all new school buses. Old school buses that do not comply with the requirements of the Vehicle Code shall be replaced with standard buses after August 1, 1942. The following specifications taken from the Vehicle Code illustrate the safety precautions in the construction of school buses:

Executive Office—Continued

SOCIAL SECURITY ACT BENEFITS CERTAIN CHILDREN OF SCHOOL AGE

The question frequently arises as to whether or not the Federal Social Security Act, when in force, will be of any benefit to children of school age. The answer is definitely, yes, for children under eighteen years of age, whose parent or parents qualify under the provisions of the Act. However, it should not be concluded that a large number of children will benefit from such form of Federal assistance. The Social Security Act is essentially a form of old-age insurance for wage and salary workers and, as such, assumes that those who qualify for reimbursement have reached the later years of their lives, and therefore have few children who would be eligible for aid of this sort.

Who Qualify For Benefits

Briefly, those who qualify for monthly benefits are those who are sixty-five years of age or older, have worked on a job or jobs covered by the law, and have received a certain amount of pay from such jobs during certain periods of time. The time must be not less than one quarter of coverage for each two quarters of the calendar years after 1936, and before the quarter in which an applicant becomes sixty-five. A quarter, under the terms of the Act, covers three calendar months. If an applicant has to his credit forty quarters of coverage, he can qualify for benefits as long as he lives.

In the event of the death of a married man, his widow and children under eighteen years of age, if any, will be reimbursed in accordance with the statements made in the following paragraphs.

Jobs Covered

Applicants for benefits are limited to those employed in jobs covering employment in factories, shops, mines, mills, stores, offices, and other places of business. There are also some minor forms of employment that are included in the provisions of the Act. Jobs not covered in the Act are, in general, those in agriculture; in domestic service; in Federal, State, or local government service; and work for religious, charitable, and certain other non-profit organizations.

How Much May One Receive?

The amount of monthly benefits that one will receive who qualifies under the provisions of the Act will depend on his average monthly pay, up to \$250 a month, on jobs covered by the law. The smallest benefit payable is \$10 a month; the highest is \$85 a month. Between these two limits is a graded series of reimbursements, based on the monthly wage or salary earned by the beneficiary, together with the number of years of employment immediately preceding the application for benefits under the Act. Perhaps the best way to illustrate the amount of money that may be paid to an individual is to cite certain types of cases.

Suppose, for example, an applicant was twenty-five years of age on January 1, 1937, when this law went into effect. Suppose again that the applicant was making about \$25 a week, or \$100 a month. It may be the person earned more some months, and some months earned less, but if the earning through the years is enough to average \$100 a month over a forty-year period, the old-age insurance benefits at the age of sixty-five, if the applicant remains single, will be \$35 every month as long as he lives. If the applicant is married,

his wife will receive, when she is sixty-five, an additional \$17.50, making a total of \$52.50 for the two persons as long as they both live.

In the event of the death of the husband, his widow will receive, if there are children, three-fourths of the benefits her husband had earned up to that time. The widow's benefits will continue until the youngest child is eighteen years of age. In addition, each child will receive one-half the amount of the father's benefit as long as the child is under eighteen (except that the total monthly payment to the family cannot be more than twice the amount of the father's monthly benefit, or eighty per cent of the father's average wage, or \$85, whichever is the least).

This means, from the standpoint of a more limited period of work, that if at the time of the father's death, he had earned an average of \$100 a month for ten years, his benefit rate would figure out at \$27.50 a month (less than his benefit at age sixty-five, because he would have credit for only ten years' work instead of forty). If there were children in the family, his widow would receive \$20.62 a month. A child would have an additional \$13.75 a month. If the widow was left with two children, she would therefore have \$48.12 a month. A widow with three children, however, could not receive, in all, more than \$55 a month, because the family is limited to a total not greater than twice the benefit rate of \$27.50.

It will thus be seen that as far as the Social Security Act benefiting children of school age, such benefits are limited to the relatively few cases of elderly people having young children in the family, and to widows whose husbands qualified under the Act, and were left with children under eighteen years of age.

STATE SCHOLARSHIPS COMPETITIVE EXAMINATIONS MAY 3, 1940

Sections 4301 and 4304, inclusive, of the School Laws provide for the payment of one hundred dollars per year for each of four years of consecutive attendance in a Pennsylvania college, to eighty worthy Pennsylvania secondary school graduates who secure the highest rating in the annual State scholarship contest.

The purpose of these scholarships is to aid worthy Pennsylvania secondary school graduates to secure a higher education.

The Department has requested each County Superintendent in the State to conduct this contest for the Department at the respective county seats on Friday, May 3, 1940, between the hours of 8:30 A. M. and 12:30 P. M.

Graduates under twenty-one years of age of the 1940 February and June classes in approved four-year, junior-senior, and senior high schools in Pennsylvania will be eligible for this contest. On March 4th blanks for reporting eligible candidates will be mailed to the high school principals in the State, requesting them to submit to the Department, not later than March 29th, a list of a few worthy graduates. Each principal will be requested to submit the names of a few pupils who are worthy from the standpoints of achievement, character, ability, and need of the financial aid to represent the school in this contest, but this must not be construed as barring any eligible graduate from this year's class from entering this contest.

Executive Office—Concluded

One scholarship is granted to the pupil who receives the highest score in the contest among all contestants in the county or senatorial district in which he or she resides. A total of eighty scholarships are awarded each year on this basis, distributed as follows: one scholarship to each county except in Philadelphia where one scholarship is awarded in each of the eight senatorial districts, one to each of the six senatorial districts in Allegheny County, and one to each of the two senatorial districts in Luzerne County.

Superintendents of schools and high school principals are requested to announce this contest frequently to all graduates so that they may thoroughly understand the purpose, time, place, and conditions of eligibility that govern the examination.

Since the Legislature did not provide an appropriation with which to pay the cost of this examination, this contest must not be construed as an all-senior examination. Since it is imperative that the expenses be kept to a minimum, pupils who do not need the financial aid, and who are not definitely planning to go to college, and who do not have a reasonable chance to win the scholarship, should be encouraged to exercise their better judgment by not insisting upon being enrolled.

General instructions for contestants will be sent to the high school principals on April 12th, and the details for conducting the examination will be sent to the County Superintendents on April 23rd.

FREE SCHOOL DAY

April 4

To commemorate the founding of free public schools in the Commonwealth of Pennsylvania, Governor Arthur H. James has selected Thursday, April 4, as Free School Day. The significance of the recommendation of the Superintendent of Public Instruction that April 4 be observed as Free School Day, lies in the fact that this is the birthday of Thaddeus Stevens, whose impassioned speech in support of public education in 1835 saved free public instruction for the Commonwealth of Pennsylvania.

Free School Day is mandated by Act 119 of the 1935 General Assembly and stipulates—

“ * * * the Governor shall annually issue his proclamation designating and calling upon the public schools of this Commonwealth to observe Free School Day in commemoration of the founding and development of free public schools within this Commonwealth. Said Free School Day shall be designated and observed each year between the dates of April first and April eleventh, both days inclusive. In pursuance to said proclamation of the Governor, appropriate exercises with respect to, and special study concerning, the founding and development of free public schools within this Commonwealth, and the recognition of the efforts and achievements of Honorable George Wolf, former Governor of this Commonwealth, Honorable Samuel Breck, former State Senator, Honorable Thaddeus Stevens, a member of the Legislature, relative thereto, shall be held in the public schools and other educational institutions within this Commonwealth.”

ARBOR AND BIRD DAYS

April 5 and April 19

The attention of public school officials and teachers is called to the proclamation issued by Governor Arthur H. James on October 16, 1939, in which Friday, April 5, 1940, and Friday, April 19, 1940, were proclaimed as Arbor and Bird Days.

By this proclamation, Governor James urges “that these days be suitably observed by the extensive planting of trees and shrubbery and by group and community programs stressing the value and importance of trees, forests, and bird-life to our well-being. All teachers, together with their pupils, in the public schools of this Commonwealth are called upon to devote time and thought to a study, either in the classroom or out-of-doors, of the conservation of natural resources.”

Section 4001 of School Laws provides, “That from and after the passage of this act, those several days of each year that may be set apart by the Governor as Arbor Days shall also be known as ‘Bird Day’ in Pennsylvania.” As is generally known, two dates are proclaimed as “Arbor and Bird Day,” of which school officials and teachers may take their choice, the purpose being to provide an earlier date in Spring for the schools of southern Pennsylvania and a later date for those of northern Pennsylvania, adapting the day of observance to the suitability of the season for planting trees and shrubs.

Eastern Arts Association

March 27, 28, 29, and 30

The thirty-first annual convention of the Eastern Arts Association will be held in Philadelphia March 27, 28, 29, and 30. Headquarters will be at the Bellevue-Stratford Hotel, where meetings and conferences will be held on the ballroom floor. Sectional meetings and exhibits together with registration facilities will occupy the entire eighteenth floor of the hotel. The traveling exhibits of the Association will be shown in the art gallery next door to the Bellevue-Stratford.

The program has been planned to provide information and inspiration in large measure. The general meetings will be addressed by such outstanding persons as Dr. Andrey Avinoff, Director of the Carnegie Museum, Pittsburgh; Dr. Alexander Stoddard, Superintendent of Schools, Philadelphia; Herbert Johnson, famous for his cartoons in the *Saturday Evening Post*; Matlack Price, authority on Art in Commerce; Dr. Ray Faulkner, of Teachers College, Columbia University; and Henry Marceau, Assistant Director of the Philadelphia Museum of Art.

Pennsylvania has the distinction of being represented in the Association by its President, Mr. Aime Doucette, State Teachers College, Edinboro; its Vice-President and next President, Mr. Elmer A. Stephan, Director of Art Education, Pittsburgh; its Chairman of Committees in Philadelphia, Mr. T. M. Dillaway, Director of Art Education, Philadelphia; and by its banquet toastmaster, Dr. C. Valentine Kirby, Chief of Art Education, State Department of Public Instruction.

School officials and teachers are invited to attend all of the Convention meetings. Further information regarding the Convention and the Association may be secured by addressing the Secretary, Raymond P. Ensign, 250 East 43rd Street, New York City.

Administration and Finance

DONALD P. DAVIS
Director Bureau Admin-
istration and Finance

REORGANIZATION OF LOCAL SCHOOL UNITS Larger Attendance Areas

The reorganization of local school units in Pennsylvania has been, and will continue to be, one of the major problems confronting school administrators. It is generally conceded by those who have given the problem careful study that the small school and the small school district are two of the chief obstacles standing in the way of the development of an efficient and economical public school system which will offer adequate educational opportunities to all the children in the Commonwealth, regardless of their place of residence. It is becoming quite generally recognized that the social and economic conditions under which the present system was established and developed no longer prevail, and that modern demands and changed conditions are rapidly forcing some kind of reorganization.

The inadequate and unbalanced educational opportunities which exist in many areas are due, in a large measure, to the weaknesses inherent in our present organization. Many districts have been brought to the verge of bankruptcy in their efforts to raise enough money to offer a minimum educational program, while other more fortunate districts can supply enriched offerings with a minimum of effort.

Ever since the turn of the century, there has been a gradual yet persistent reorganization taking place which, in recent years, has gained considerable momentum and, today, assumes a place of prime importance in our educational planning. This reorganization has followed two general lines, the consolidation of schools, which results in larger attendance areas, and the merging of school districts, which effects larger units of administration and fiscal control.

The Consolidation Movement

The need for reorganization was first recognized in rural areas where small, one-teacher schools began to exhibit certain weaknesses. Rural people realized that children in one-teacher schools were not making the same degree of progress made by those in graded schools. They found that, in many cases, the one-teacher school was an experimental proving ground for beginning teachers who had less preparation than the teachers in urban centers. They noted that many of the buildings were badly in need of repair, poorly lighted, inadequately heated, and lacked necessary equipment and materials for instruction. They observed that, too frequently, textbooks were obsolete and badly worn and that the school had no library or only limited library facilities without suitable supplementary readers and primary teaching equipment. In the majority of cases, provisions for sanitation were unsatisfactory and inadequate.

Later, the high school, with its more liberal curriculum, began to attract the attention of rural people. They realized the value of a high school education and deplored the lack of local opportunity for such advantages. It became necessary to send their children to the nearest borough or city high school since, in the majority of cases, their local district was too small to establish a high school. This marked the beginning of the breakdown of our system of district organization.

First Steps Toward Reorganization

The consolidation movement in Pennsylvania dates back to 1897 when school districts were authorized by law to close any school and transport the pupils at public expense to other schools, provided the cost of transportation did not exceed the cost of continuing the school. This legislative act was in recognition of the weaknesses of a small school and the advantages of a larger school organization, and marks the beginning of the reorganization of attendance areas.

In 1900, the "centralization" of schools was discussed before the State Association of School Directors by Dr. H. H. Longsdorf, of Penn Township, Cumberland County. His presentation was received with such enthusiasm that he was sent by the Department of Agriculture to Ohio and several of the New England States to study the progress made in those states. Following his report, the General Assembly in 1901 enacted a law which provided for "centralized schools." The records indicate that only two districts established centralized schools under the provisions of this act, North Shenango Township in Crawford County and Charlestown Township in Tioga County.

The act of 1901 imposed four conditions which prevented more general acceptance of its provisions, namely:

1. Petition for centralization signed by a majority of electors and by owners of one-fourth of the assessable property.
2. Closing of all schools in the district.
3. Location of the building in the center of the district.
4. Favorable vote of a majority of the electors.

Centralization was defined by this act as a system of schools in a township providing for the abolishment of all sub-districts, and the conveyance of pupils to a central school. As indicated above, little progress was made under this act because of the statutory limitations imposed.

The School Code Furthered Reorganization

Ten years later, in 1911, the General Assembly codified the School Laws and reaffirmed the power of local school directors to close schools and transport pupils at public expense. It also imposed upon local school directors the duty of abandoning one-teacher schools instead of repairing or rebuilding them, and of replacing them with modern school buildings. However, this mandate was never rigidly enforced and progress was slow because the method of distributing State funds failed to reward and often actually penalized consolidation. Districts found it cheaper to continue to operate one-teacher schools regardless of their imperfections than to erect new buildings and transport the pupils, since no State aid was provided except indirectly by continuing the appropriation for the teachers' salaries in the schools which were closed.

The "Sweitzer Act" Aided Reorganization

Because of the apathy on the part of local school authorities to abandon small schools where per capita costs were unduly high and educational offerings extremely meager, the General Assembly, in 1919, under the provisions of the so-called "Sweitzer Act," required the closing of all schools having an average term attendance of ten or less unless permitted to continue in operation by the State Council of Education. This law also required the transportation of

Administration and Finance—Concluded

pupils in "closed school" areas residing one and one-half miles or more from the school to which they were assigned, and provided for State reimbursement to the extent of fifty per cent of the cost of transporting such pupils. Under the provisions of this act, several hundred small schools have been closed and combined with other schools.

Doctor Driver Promoted Reorganization

The year 1919 marks the beginning of another significant epoch in the consolidation movement. In that year, Dr. Thomas E. Finegan, then State Superintendent of Public Instruction, appointed Dr. Lee L. Driver, who had made an enviable record in consolidating the schools in Randolph County, Indiana, as Director of Rural Education in the Department of Public Instruction. He and his associates began an intensive campaign to eliminate the one-teacher schools and establish consolidated schools. He traveled the length and breadth of the State, preaching the doctrine of consolidation against terrific odds. He continued this campaign with untiring energy and unabated enthusiasm until 1937 when he reached the compulsory retirement age. During his administration, the number of approved consolidated schools increased from 184 to 872. It is doubtful if any person has exerted greater influence in the reorganization of attendance areas than has Doctor Driver, the apostle of a square deal for the rural child.

Further Inducements for Reorganization

In 1921, the consolidation movement was further encouraged by the annual payment of \$200 from State funds for each school permanently closed since 1911. Under the stimulus of this law, rapid progress was made in the consolidation of schools, although it should be noted that, in many cases, the closing of a school did not result in the establishment of a consolidated school but rather in the combining of two or more one-teacher schools, thus defeating the intent and purpose of the law.

In 1925, an additional incentive for consolidation was offered in the law which increased State aid for transportation in those districts with limited wealth. It provided for seventy-five per cent reimbursement to districts having less than \$50,000 of true valuation of assessable property per teacher; sixty per cent to districts having from \$50,000 to \$100,000 true valuation per teacher; and fifty per cent to districts having more than \$100,000 true valuation per teacher. Prior to the enactment of this law, all districts had been reimbursed for fifty per cent of the cost of transportation.

In 1937, the ability principle was further extended to provide for reimbursement according to the following schedule, which becomes effective July 1, 1941:

TABLE I

True Valuation Per Teacher	Per cent of Reimbursement
\$25,000 or less	90
More than \$ 25,000 but less than \$ 50,000	80
More than \$ 50,000 but less than \$ 75,000	75
More than \$ 75,000 but less than \$100,000	70
More than \$100,000 but less than \$150,000	65
More than \$150,000 but less than \$200,000	60
More than \$200,000 but less than \$250,000	55
More than \$250,000	50

Federal Aid Encouraged Consolidation

During recent years, the consolidation movement has been stimulated greatly by grants of money from the Federal government for school building construction. Larger attendance units required new school buildings which the local school districts were unable to finance without assistance. With the aid of liberal grants from federal funds, many new school buildings were erected and a number of schools were consolidated.

Ruth-Brownfield Act Aided Consolidation

The latest legislative attempt to stimulate the reorganization of new attendance areas was the so-called Ruth-Brownfield Act passed by the General Assembly of 1937. This act created a County Board of School Directors as a coordinating agency in promoting the reorganization of local school units.

All of the factors mentioned above have influenced, to a greater or less degree, the reorganization of attendance areas and have resulted in fewer and larger schools. The extent of this reorganization is shown in the following table:

TABLE II

Year	Number of Approved Consolidated Schools
1899	4
1909	33
1918	115
1919	184
1920	224
1921	253
1922	321
1923	390
1924	424
1925	440
1926	471
1927	510
1928	512
1929	583
1930	640
1931	725
1932	750
1933	778
1934	800
1935	822
1936	832
1937	872
1938	899
1939	935

Herein an attempt has been made to give a brief history of the growth of larger attendance areas through the consolidation of schools. The legislative enactments have been briefly reviewed in the light of their influence upon the consolidation movement. In a subsequent article, the reorganization of school districts into larger administrative units will be presented.

Instruction

PAUL L. CRESSMAN
Director Bureau of Instruction

A SUMMARY OF PENNSYLVANIA'S HEARING TESTING PROGRAM

On the basis of part of the 1937 legislation providing for the objective determination of the hearing acuity of Pennsylvania's public school children, a number of group audiometers and a few individual audiometers were purchased. Shortly thereafter, the hearing testing program was undertaken, but on a smaller scale than intended due to the fact that the funds available for this purpose were less than was originally intended. In spite of the newness of such an undertaking and in spite of the tremendous size of the task, a modification of the program originally intended was effected and a start was made. Some of the facts concerning the accomplishments and difficulties are presented herewith.

In Table I is presented a summary of the number of pupils reported to the Department of Public Instruction as having had their hearing tested by means of Western Electric 4-B Audiometers from January 1938 to June 1939.

It will be noted that of the 151,011 pupils who were reported to the Department as having been given the group test the first time, only 14,300, or 9.3%, were reported as having been given a second test. Only 1.9% were reported as having been tested the third time. Of the total number tested during this period, either on the basis of the first, second, or third testing, 5,822 or 3.8% of these children were recommended for advantageous seating and for lip reading instruction. Of the whole group tested between January, 1938, and June, 1939, 3,341 or 2.2%, were reported as having had the recommendation made to their families that the children should be taken to the family physician or ear specialist.

It should be noted, however, that during the period from September, 1938, to June, 1939, 113,087, or 27.0% of this group were tested the second time and 7.0% were tested the third time. Of the total group tested, 6.4% were recommended for advantageous seating or for lip reading instruction, while in 3.9% of the cases the suggestion was made to the parents that these children be further examined by the family physician or otologist.

In all, then, some 264,098 public school children scattered throughout all the grades of the educational system were reported to the Department as having been given a group audiometer examination. It is our opinion that the data reported for the period September, 1938, to June, 1939, possesses more validity and more nearly represents the typical condition that may be found than is the case with the

data for the preceding school year. There are a number of reasons for this, the main one of which is the fact that the program was better understood by those administering it and that directions to those in the field who administered the examinations had been clarified considerably. We have not yet been able to analyze the data to such an extent that we can say that all children who needed the second testing received it, or that those who needed the third testing were reexamined. Our observation would be that the number needing examinations and not receiving them, would be significantly greater than was reported during the period January, 1938, and June, 1938, and, perhaps, somewhat larger than in the case of the succeeding school year.

"Normal" hearing acuity can be thought of as being represented by a hearing loss of no more than three decibels, or units of hearing. However, due to a number of factors, persons with normal hearing sensitivity could easily show a higher decibel loss than they should. It should be kept in mind, also, that children have incipient impairing conditions, such as infections which might not yet have become serious enough to result in marked hearing loss, but which would still be quite significant in a preventive program. In spite of such factors, it was necessary to decide upon some point below which performance or repeated testings could reasonably safely be interpreted as serious, or potentially serious.

The criterion used to determine whether or not a child should receive a second examination was the fact of his having performed on the examination as though he had a hearing loss of nine decibels or greater. This same criterion was used to determine need for the third test. It is our opinion that it would not be safe to say that the full 7.0% who were tested the third time in the second year of this program could be said to have had a serious hearing defect, serious being interpreted to mean nine decibels or greater loss. The reporting forms have been modified for the present year in order to show how many children were found, as a result of the third testing, to have a hearing impairment of twelve or more decibels.

In checking informally with various superintendents throughout the State, we have found to an interesting degree of consistency that from 2.0% to 4.0% of the children examined by the group audiometer have been discovered as having hearing losses of thirty or more decibels. We do not yet have objective data on which to make this statement as a final conclusion, but our samplings are bringing to light this interesting consistency.

In Table II are presented the numbers of children reported tested in the various grades from September, 1938, to June, 1939.

TABLE I

Number of Pupils Reported to the Department of Public Instruction as Having Been Tested in State-wide Audiometer Program, 1938 and 1939

	Tested 1st time	Tested 2d time	Tested 3d time	S and LR Recommended	Referred to Family Physician
Jan. 1938-June 1939	151,011	14,300 (9.3%)	2,960 (1.9%)	5,822 (3.8%)	3,341 (2.2%)
Sept. 1938-June 1939	113,087	30,425 (27.0%)	7,849 (7.0%)	7,250 (6.4%)	4,395 (3.9%)
Total	264,098	44,725	10,809	13,072	7,736

Instruction—Continued

TABLE II

Breakdown, by Grades, of Number of Pupils Reported to the Department of Public Instruction as having been Tested in State-wide Audiometer Program, Sept., 1938 to June, 1939.

Grade	Tested 1st time	Tested 2d time	Tested 3d time	S and LR Recom- mended	Referred to Family Phys.
1	412	213	93	42	24
2	901	407	155	77	59
3	19,025	5,571	1,708	1,349	913
4	11,008	3,330	756	815	504
5	10,710	2,965	617	810	363
6	10,907	2,983	654	616	376
7	19,381	5,601	1,304	1,098	673
8	9,405	2,629	568	645	379
9	9,855	2,168	696	591	412
10	7,135	1,560	406	455	288
11	5,886	1,268	299	391	229
12	5,267	995	231	301	175
Total	113,087	30,425	7,849	7,250	4,395

Two points should be made concerning these data. In the first place, while major validity cannot be attached to the results of testing children in grades one and two by this procedure, the numbers presented here should not be completely discounted due to the fact that our discussion with those who participated directly in group testing disclosed that the bulk of the tests in these two grades was made individually. In the second place, it should be noted that the numbers of cases in grades three and seven are significantly larger than those in the other grades. This is due to the fact that during this part of the program, it was felt wise to concentrate the testing on children in grades three and seven and then to test additionally children in other grades who may have been suspected, on the basis of their academic work or other behavior, as having some hearing impairment.

In considering this report as a whole, two facts should be remembered: In the first place, the Department of Public Instruction feels quite confident that not all of the children tested were reported. Just how much this would add to the figures presented here is, of course, impossible to estimate. In the second place, there remains the question of how much validity should be attached to these findings due to the fact that, in a disappointingly large number of instances, it was discovered that there were defects in the ear phones as well as failures to follow the directions with respect to the proper changing of needles and the discarding of records that had been used longer than had been recommended by the Department of Public Instruction. While every reasonable effort was made to see that the proper procedure was followed in the use of the group audiometer technique, it is quite possible that a number of invalidating departures took place.

It is the sincere hope of the Department of Public Instruction that the hearing testing program will not result in a solely mechanical procedure and that it will lead to an adequate follow-up both as regards the improved educational adjustment of the children and the taking of corrective steps with respect to their hearing impairments. The obtaining of this type of objective information provides school districts a very tangible basis on which they can take steps to bring about changes in the seating of the children, the provision of certain kinds of speech correction, and the teaching of lip reading to these handicapped children. It should be borne in mind that certain hearing defects are

progressive in nature and that it is particularly necessary that children who are found, partly by means of this hearing testing program and partly by the adequate medical follow-up subsequent thereto, to have such progressive conditions be provided with an adequate training in lip reading in order that they can make the transition more easily from a hearing child to one with markedly impaired hearing. In some instances, it would be not only appropriate but necessary for school districts to provide hearing aids in order to facilitate the learning of certain of these handicapped children.

APPRENTICE EDUCATION PROGRAM

The State Department of Public Instruction is cooperating with the Job Mobilization Committee in making the public school facilities and services available, as far as possible, in the training of workers.

Supervision and administration of vocational education in a community are the responsibility of the local school district. If a school district or an industrial plant is able to provide equipment, facilities, and a properly certificated teacher, a class in industrial or distributive education may be started when ten or more persons signify their desire for instruction. Such classes must be open to all qualified applicants when operated by, or in cooperation with, the public school system.

The primary purpose of any apprentice education program is to provide for young people a complete and broad education in a trade, craft, or business.

Such a program involves mastery of the skills necessary for actual production or service while the apprentices are employed in the occupation they are learning. It also requires that certain related technical and general knowledge be taught to enable the workers to perform their work intelligently and efficiently. A plan has been developed to extend the service of local public schools to employers and employees in order to assist them in making their apprentice education more effective.

The term "apprentice," as used here, shall mean a worker at least sixteen years of age who has entered into a written agreement with an employer or an association of employers for at least 4,000 hours (two years) of reasonably continuous employment for such person, and his participation in an approved program of education in an occupation requiring a high degree of skill of an all-round nature.

The term "apprentice" should not be confused with that of "learner," regardless of the fact that similar methods may be used to educate these two distinct types of workers. A "learner" is a worker at least sixteen years of age employed on a job requiring a limited degree of skill and knowledge and who needs less than 4,000 hours (two years) of work on the job to develop skill and proficiency. With this distinction clearly in mind, it is apparent that apprentice education should be treated without reference to the problem of "learners".

The services made possible by this program are available to all employers and selected employees through cooperation with the local school authorities. Assistance in educating skilled workers is not limited to the traditional hand trades. New industries, crafts, and businesses that have developed in recent years, and for which no education service has thus far been available, may benefit in educating their workers

Instruction—Continued

to appreciate the technology of the occupation by cooperating with local public schools and the State Departments of Public Instruction and Labor and Industry.

The occupation or trade for which apprentice education is requested must have sufficient teachable skills and knowledges to justify such a program. The educational content of the practical work done on the job and the related technical instruction given in the school or elsewhere form the basis of apprentice education. Topics of a general nature, which the worker may study in order to become a more intelligent worker and a better citizen, may be added at the discretion of those in charge of the program.

The effectiveness of apprentice education depends upon the degree to which employers, employes, and school authorities cooperate. The program should be broad, practical, and farsighted. A thorough analysis of the local situation will usually reveal an opportunity to help young people become better workers and better citizens. In every situation, the determination of the need for apprentice education is a local responsibility arrived at through study and investigation on the part of employers, employes, school authorities, and other interested agencies working together.

A State Apprenticeship Council to formulate educational standards for vocational training has, for a number of years, been established in the Pennsylvania Department of Public Instruction. It was necessary, however, for the Governor recently to create the additional Council in the Department of Labor and Industry to formulate labor standards and definitely to comply with the requirements of the Federal Department of Labor that apprenticeship agreements must be approved by a Council in a State Labor Department if such agreements are to receive consideration by the Administrator of the Federal Wage and Hour Law. In each of the two State Apprenticeship Councils in Pennsylvania, the employe, the employer, and the public are represented.

Employers interested in obtaining public school cooperation in establishment of training classes should make first contact with authorities of the local school district, including the supervising principal or superintendent of schools. The matter should then be brought to the attention of the State Department of Public Instruction, before definite action is taken, to determine whether it will be possible for the salary cost of the vocational instruction to be reimbursed from State and Federal vocational funds.

State and Federal funds for vocational education may be expended only for instruction and supervision; the local school districts must supply the physical plant and equipment.

Public Service Institute New Fire School Head Appointed

The appointment of Mr. Arthur W. Espey, formerly Lieutenant in the Elmira Fire Department, as Head of the Fire School in the Public Service Institute, has recently been announced by the Department of Public Instruction. The establishment of this position in the Bureau of Instruction serves to upgrade the school offerings to many paid and volunteer firemen throughout the State. Mr. Espey has been identified among the leaders in fire fighting throughout the country for many years, and as a teacher in fire schools in several states he has acquired a wide background of experience with problems in this area of instruction.

For some years the new Fire School Head has been technical adviser to the New York-Pennsylvania Firemen's Association and, upon the recommendation of this group, he was selected to lead the Engineers and Mechanics Section of the First Annual Fireman Training Conference held at the Pennsylvania State College in August, 1939. During the summer of the same year, as a representative of the firemen of this Commonwealth, Mr. Espey met at the Oklahoma Agricultural and Mechanical College with experts of five other states to prepare text materials in this field. These standardized instructional materials which grew out of those meetings will be tested by use in fire schools throughout the nation.

Mr. Espey enjoys a wide reputation among firemen as a cartoonist because of his association with the trade publication "Fire Engineering", for which he has prepared drawings during the last fourteen years. This is the largest technical journal in the field of fire fighting. In addition, he draws a serial comic strip entitled "The Boys of Engine 23" for each monthly issue of the official organ of the International Association of Fire Fighters. Also, the new Fire School Head has been a contributor to several publications which serve the trade.

Mr. Espey's duties will include the preparation of text materials and the supervision of the establishment and instruction in the zone fire schools throughout Pennsylvania. In this connection, he will aim to accomplish a reduction in the length of the period of apprenticeship and thus the cost of fire fighting to the municipalities, an increase in public satisfaction with municipal service, a decrease in the personnel turnover through more efficient operation of fire departments, and to promote fire fighting as a career. His membership in more than thirty fire companies and his past teaching and administrative experience in private industrial and municipal fire schools, fit him admirably for this new post in the field of vocational trade and industrial education.

Employment Certificates Occupations Declared Hazardous For Youth

An order becoming effective January 1, 1940, was made by the United States Department of Labor, declaring the occupations of motor vehicle driver and helper too hazardous for the employment of minors sixteen to eighteen years of age. School officials of Pennsylvania will realize that this places further restrictions upon the issuance of general employment or vacation employment certificates to the helper, in addition to the driver, which is forbidden already by the Child Labor Laws of Pennsylvania.

School officials in the future should, therefore, not issue employment certificates to helpers in those occupations which can be classified as inter-state commerce and which fall within the jurisdiction of the Federal Fair Labor Standards Act of 1938.

An investigation covering fatal accidents over a five-year period in one state revealed the accident rate to be nine times greater for sixteen-year-old drivers and six times greater for seventeen-year-old drivers than for those forty-five to fifty years of age, the age group with the lowest fatal accident rate. On this basis, therefore, the Federal government made this recent regulation which officials should bear in mind when issuing employment certificates in the future.

Instruction—Concluded

Fourth Anniversary The World is Yours

"Coincident with the fourth anniversary, Commissioner Studebaker and Charles Greeley Abbot, Secretary of the Smithsonian Institution, announced a new series of broadcasts to be heard on "The World Is Yours." Devoted to the 'diffusion of knowledge among men,' the series, broadcast every Sunday at 4:30 p. m., EST over the NBC Red network, dramatizes for millions of listeners the results of Smithsonian research.

"Covering history, physics, anthropology, general science, and other fields of Smithsonian research, the new group of programs announced today include:

Mar. 10—Conquest of Noise
Mar. 17—Our Changing Wildlife
Mar. 24—American Pharmacy
Mar. 31—Opening of the Far West
Apr. 7—American Inventors
Apr. 14—Science in the Field
Apr. 21—Dinosaurs: Giants of the Past
Apr. 28—Story of Corn
May 5—One Hundred Years of Postage Stamps
May 12—Whistler—the Artist and the Man
May 19—Wilkes—an American who Discovered a Continent
May 26—Story of Airships
June 2—How Fossils Serve Mankind
June 9—Bats: Animals that Fly
June 16—The Natives of Hawaii
June 23—Behring in the Far North
June 30—The Smithsonian Today

"Pioneering with the use of radio-reading materials, the U. S. Office of Education and the National Broadcasting Company publish each week the **WORLD IS YOURS** bulletin to parallel the **WORLD IS YOURS** broadcasts. Prepared with the cooperation of the Smithsonian Institution staff, these weekly bulletins were inaugurated after thousands of listeners had persistently requested supplementary materials.

"The new booklets contain popularly-written scientific articles, charts, maps, and other illustrations, excerpts from the scripts, and suggestions for additional reading. They are offered through the Columbia University Press at ten cents per copy or two dollars for twenty-six issues.

"Eighteen booklets covering Pacific Salmon, Indians Who Met Columbus, The Marvels of Sound, Earthquakes, Story of Portland Cement, Germanna Ford, The Great Apes, Flying in Safety, Our Debt to the Indians, Exploring the Amazon, Historical Gems, Rise of the Railroads, and other subjects are now available."

More Young Men Sent To Prison

A comparison of admissions by age to the State Penitentiaries in 1939 with those of 1932 shows an increase in all age groups.

Figures compiled by the Division of Research and Statistics, of the State Department of Welfare, show that in 1932 a total of 1520 admissions were recorded. Of these 710 were between the ages of 21 and 29. During 1939 a total 2482 prisoners were sentenced to the penitentiaries. Of these 1231 or almost 50 per cent were between the ages of 21 and 29.

Department officials have withheld comment on the probable reasons for this apparent increase in major crimes among men of the younger age groups, pending further study and analysis of commitment records.

The following summary shows the comparison of admissions for the two years of all age groups:

Age Group	1932	1939
20 and under	196	272
21-24	351	658
25-29	359	573
30-34	215	324
35-39	161	270
40-44	111	131
45-49	51	124
50 and over	76	130
	<hr/> 1520	<hr/> 2482

—Capitol News

Staff Studies Advisory Committee on Education

Dr. Floyd W. Reeves, Chairman of the Advisory Committee on Education, announces that the publication of the nineteen Staff Studies of the Advisory Committee on Education is now completed. This series makes available a large body of material that is indispensable to students of education and to school and university executives.

The Superintendent of Documents is still reprinting the studies as different editions become exhausted, but this practice may be discontinued at any time. All interested should know that the complete set of these nineteen Staff Studies can be obtained for \$4.35 by addressing the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.

The following is a list of the titles of the studies and prices:

1. Education in the Forty-Eight States, 199 pp. \$0.30
2. Organization and Administration of Public Education, 183 pp. \$0.20
3. State Personnel Administration: With Special Reference to Departments of Education, 271 pp. \$0.35
4. Federal Aid and the Tax Problem, 101 pp. \$0.15
5. Principles and Methods of Distributing Federal Aid for Education, 99 pp. \$0.20
6. The Extent of Equalization Secured Through State School Funds, 55 pp. \$0.15
7. Selected Legal Problems in Providing Federal Aid For Education, 71 pp. \$0.15
8. Vocational Education, 325 pp. \$0.40
9. Vocational Rehabilitation of the Physically Disabled, 101 pp. \$0.15
10. The Land-Grant Colleges, 141 pp. \$0.25
11. Library Service, 107 pp. \$0.15
12. Special Problems of Negro Education, 171 pp. \$0.25
13. The National Youth Administration, 121 pp. \$0.15
14. Educational Activities of the Works Progress Administration, 185 pp. \$0.25
15. Public Education in the District of Columbia, 99 pp. \$0.20
16. Public Education in the Territories and Outlying Possessions, 243 pp. \$0.35
17. Education of Children on Federal Reservations, 145 pp. .. \$0.25
18. Educational Service for Indians, 137 pp. \$0.25
19. Research in the United States Office of Education, 133 pp. .. \$0.20

Teacher Education and Certification

HENRY KLONOWER
Director Teacher Education and
Certification

TEACHER PLACEMENT OF COLLEGE GRADUATES

Each year the office of Teacher Education and Certification receives the placement report from the various colleges and universities in the Commonwealth. This report gives placement data as of October 1 for those students who graduated in teacher education curriculums during the former college year. The placement statistics on this report received from the colleges are lower than the actual placement as it develops through the year. This is due to the inability of the institutions to secure a notification when a graduate is placed, and because a number of graduates are placed each year after the report has been submitted. The percentages of placement for one year are comparable with other years because the same factors mentioned above are always present. This report does not record the placement of graduates who have been out of college for a longer period than the past college year.

Placement of Graduates From the Pennsylvania Colleges in Teaching Positions as Reported October 1 Each Year

A. LIBERAL ARTS COLLEGES

Year	Number Graduated	Number Placed	Per cent Placed	Number not applying for teaching	Per cent placed who de- sired position
1935	3266	1303	39.9	77	40.9
1936	3466	1667	48.1	144	50.2
1937	3214	1590	49.5	163	52.1
1938	2964	1434	48.3	101	50.1
1939	2932	1319	45.0	115	46.8

B. TEACHERS COLLEGES

Year	Number Graduated	Number Placed	Per cent Placed	Number not applying for teaching	Per cent placed who de- sired position
1935	2669	1615	60.5	10	60.7
1936	2440	1619	66.4	29	67.2
1937	2515	1645	65.4	34	66.3
1938	2492	1260	50.6	34	51.3
1939	1925	1148	59.6	31	60.6

Much discussion has arisen relative to the effect of the Tenure Law upon placement. Laymen, educators, and parents of unemployed teachers have been free in stating that tenure has reduced the placement possibilities for graduates of teachers education curriculums. The facts revealed in the tables below show that this common belief is not entirely true. The percentage of placement for institutions of higher learning educating teachers has remained very much on an even keel over the past five-year period. This period includes the two years during which the original Tenure Law has been in effect and the present school year with the revised Tenure Law. There are only two groups of four-year graduates which have a decreased percentage of placement over the five-year period; the group certificated to teach the regular academic subjects in the secondary school, and the group certificated to teach business education. The percentage of placement for the four-year graduates in art, elementary, health and physical education, home economics, industrial arts, and music is better for October 1, 1939 than it was for October 1, 1935.

By looking at the two tables above, it is noted that in 1939 there are fewer students graduating who wish to teach than there were in 1935. Regardless of fluctuations in the numbers who graduated in teacher-education curriculums, the percentage of placement remains rather constant when the colleges are considered as a whole. However, the percentage of placement does fluctuate in the special curriculums. In other words, there is a greater shifting in the percentage of placement among the various curriculums than there is in the percentage of placement for the total number of graduates. This would appear to indicate that the supply of teachers as a whole is quite well regulated by the demand without the use of attempted control.

From information at hand, it appears to be a safe estimate to state that at least seventy-five per cent of the graduates for these past five years eventually secure teaching positions. This estimated percentage is conservative compared to the statistics revealed by the Teacher Placement Survey of the National Institutional Teacher Placement Association. They found that the graduates of the four-year elementary curriculum, as well as the graduates of practically all the special fields, are better than eighty per cent in placement, although the placement for the secondary school teachers of academic subjects is much lower.

An Analysis of the Placement for Graduates From All the Pennsylvania Colleges for the Past Five Years, as of October 1 of Each Year

CURRICULUM	1935		1936		1937		1938		1939	
	No. Grad.	Per cent Placed	No. Grad.	Per cent Placed	No. Grad.	Per cent Placed	No. Grad.	Per cent Placed	No. Grad.	Per cent Placed
Art	92	60.2	79	54.4	82	60.8	106	57.5	100	71.0
Business Education	267	65.2	282	73.8	316	84.0	385	59.0	428	47.8
Elementary										
Two-year	1304	61.8	1222	68.2	1418	59.6	1156	45.6	84	54.7
Three-year	170	7.1	203	9.3	186	2.0	82	25.6	152	42.7
Four-year	572	74.3	647	79.3	754	83.1	885	74.7	1055	74.5
Health and Physical Education ..	343	36.7	244	52.8	175	69.3	206	54.3	216	51.4
Home Economics	219	63.5	240	75.9	190	79.9	201	83.5	245	75.1
Industrial Arts	80	66.3	74	83.8	61	91.8	63	93.6	81	96.3
Music	246	51.6	235	52.4	192	68.7	200	65.5	234	64.9
Secondary	2570	37.0	2675	40.3	2302	40.5	2166	33.6	2262	34.1

Teacher Education and Certification—Concluded

VOCATIONAL DISTRIBUTIVE EDUCATION

Numerous inquiries are received in the office of Teacher Education and Certification relative to the standards for certification to teach distributive education and retail selling. Many of the inquiries are prompted by the desire on the part of teachers to participate in the program of instruction in vocational education as it relates to the distributive occupations. This statement is prepared to clarify some of the misunderstandings that appear to have developed and to eliminate the confusion of distributive education with business education.

The most recent Federal enactment concerning vocational education is popularly referred to as the George-Deen Act. This legislation supplements the well-known Smith-Hughes laws relating to education in agriculture, home economics, and industrial education. In addition, the Act makes provision for subsidizing, from State and Federal funds, the instruction programs in distributive and service occupations. Local school districts are now encouraged to offer instruction in part-time or evening classes for sales people and other employees of stores and mercantile establishments. All such instruction that relates to the selling of merchandise and the distribution of products is properly classified as vocational distributive education.

Confusion arises in the minds of many people who refer to the instruction in merchandising on a vocational basis as retail selling. This latter subject is classified in the secondary schools as one of the subjects in the business education curriculum. Such courses are most frequently offered in the day school program of the secondary school and, occasionally, in the evening classes. There is no provision whatever for State or Federal reimbursement in retail selling when taught as a business subject. Every effort is made to discourage the use of the term, retail selling, in connection with vocational reimbursement. Certification to teach business subjects is based on the completion of a four-year curriculum in business education and retail selling is included on a certificate when the applicant has completed twelve semester hours in courses definitely related to retail selling.

The basic factor in certification to teach distributive education on a vocational basis is practical merchandising experience. Two types of certificates are issued for instruction in this phase of the vocational education program:

1. A college certificate may be issued or extended to include those distributive occupations in which the applicant has completed a minimum of two years of practical merchandising experience. The applicant will present official transcripts of the four-year college curriculum definitely related to distributive occupations, which includes twelve semester hours in professional education and six semester hours in student teaching. Such a certificate is valid for teaching in either day, evening, or part-time classes those specific distributive activities that are written on the certificate.
2. A vocational extension certificate is issued to persons recruited from business and industry who have completed six years of occupational experience in a distributive occupation or kind of distributive business whose working practices are to be taught. Education in approved technical, distributive, or vocational schools of college level may be accepted in lieu of practical merchandising experience, year for year, to the extent of

four years. The vocational extension certificate is valid for teaching in part-time or evening classes.

Certificates in the field of distributive education are written to include the specific merchandising activities in which the applicant for a certificate has completed practical merchandising experience. For example, a person who is selected to teach an evening class of salespeople engaged in the distribution of foods, would be certificated to teach foods merchandising as a distributive education subject, provided he had completed two years or more of practical experience in the selling and distribution of foods. Similarly, a person whose practical experience had been in women's apparel merchandising, would be certificated to teach the selling of women's apparel as a vocational distributive education subject. The courses that are taught as vocational courses are concerned with those activities that are direct selling relationships between the salesperson and the customer. Other activities that are classified as related subjects deal with the theory and principles that are related to the direct selling activities that are taught as vocational subjects.

The terminology used in issuing certificates for the field of vocational distributive education is illustrated in the following examples:

Distributive Education (vocational):

- Food merchandising
- Accessory merchandising
- Insurance selling
- Men's apparel merchandising

Distributive Education (related):

- Applied art
- The economics of retailing
- Consumer economics
- Business English
- Show card and display advertising

The provisional college certificate for teaching distributive education on a cooperative basis in the day school is issued to all applicants who present evidence of graduation from a four-year college curriculum and the required two years of practical experience. The vocational extension certificate is issued on the request of the county or district superintendent under whose authority the classes are to be taught. Persons who are interested in teaching in the part-time or evening school program would, therefore, want to ascertain the type of instruction that is desired and then make application for the certificate in conjunction with the superintendent's request that the certificate be issued.

Opportunities in State Teacher Placement Office

The records in the Office of Teacher Education and Certification indicate that the teachers and school officials of Pennsylvania are making good use of the Teacher Placement Service maintained in the Department of Public Instruction. An inventory of the active registration in the Placement Service reveals that 2,679 teachers have registered in the hope of securing either their initial teaching position or an opportunity for advancement in the profession. Of this number, 1,551 are inexperienced teachers seeking their first appointment.

The registrations include teachers for all types and levels
(Continued on Page 29, Column 2)

Professional Licensing

JAMES A. NEWPHER
Director Bureau of Professional
Licensing

NEW STANDARDS FOR NURSING PROFESSION

Indicative of the trends in Nursing Education are the following recommendations and requirements of the Pennsylvania State Board of Examiners for Registration of Nurses sent to all accredited schools of nursing during the past year:

Recommendations:

1. For new appointees to the position of Supervisor:
 - a. Professional and academic preparation equal to at least that represented by a bachelor's degree.
 - b. A minimum of one year's experience as a graduate nurse in a hospital conducting an accredited school of nursing. This experience should include orientation in both educational and administrative work.
 2. For new appointees to the position of Head Nurse:
 - a. A minimum of six months' experience as a graduate nurse in a hospital ward under supervision.
 - b. Advanced preparation for the special field secured either through post graduate courses, college work, et cetera.
- Registration in Pennsylvania would, of course, be considered as a requirement.
3. For any faculty member (Principal, Instructor, Supervisor, Head Nurse) who is at present holding a position but who does not meet the requirements as outlined above for new appointees:
 - a. Continued professional and academic preparation. It is recommended that a minimum of four semester credits in a college or university be taken during the year.

Requirements:

1. For new appointees to the position of Principal of the School, or Director of Nursing:
 - a. Registration in Pennsylvania.
 - b. Experience in educational and administrative work in a school of nursing.
 - c. Professional and academic preparation equal to at least that represented by a bachelor's degree.
2. For new appointees to the position of Instructor:
 - a. Registration in Pennsylvania.
 - b. Professional and academic preparation equal to at least that represented by a bachelor's degree.
 - c. Evidence that they are qualified to teach their respective subjects.
3. For those already holding positions as Principal or Instructor, but who have deficiencies in high school preparation:
 - a. Evidence of completed high school preparation by September, 1942.
4. The requirement relative to high school preparation (#3) applies also to those holding positions as Head Nurses and Supervisors.

The Board believes that schools of nursing should not now have any great difficulty in having the nursing personnel meet these qualifications. At the same time, it is recognized that there may be individuals who may, for various reasons, not be able to meet the standards outlined above, and yet who, because of the excellence of their professional experience and unusual personal qualifications, make outstanding contributions to the education of the nurse. Such cases would receive individual consideration by the Board, and exceptions would be made according to the merits of the case.

STATE SCHOLARSHIP EXAMINATIONS

1940

Dates for Preliminary Steps

For the convenience and information of Superintendents and Principals, the Department of Public Instruction has announced the dates of the preliminary steps for the Annual State Scholarship Examinations which will be held in every county seat on Friday, May 3, 1940.

In order that every (worthy) secondary school senior who so desires, may avail himself of the opportunity to win a \$400 free scholarship valid at any approved institution of higher learning in Pennsylvania, by registering for the test, Superintendents and Principals are called upon to observe the following schedule of procedures:

January 18

Notice to County and District Superintendents regarding announcements of the contest, primarily for mid-year graduates.

March 4

Notices to secondary school principals and superintendents, announcing date and place of the contest and date when enrolment blanks will be sent to schools.

March 12

Third notice to principals of all secondary schools of date, place, and eligibility for the contest and delivery of enrolment blanks to principals.

March 29

Final date for receiving lists of eligible candidates at the Department.

April 12

Second detailed statement to principals concerning eligibility, and schedule for contest.

April 23

General Instructions, Information Circular, and questions sent to County Superintendents.

May 3

State Scholarship Contest at each County Seat in the State beginning at 8:45 A. M. and delivery of all answer papers to the Department.

Professional Licensing—Concluded

PRELIMINARY EDUCATION REQUIREMENT FOR BARBERS

At the present time only one occupation, for which a license is issued by the Department of Public Instruction, requires a preliminary education of eight years of elementary school work or the equivalent thereof. This occupation is barbering.

The question is frequently raised as to the necessity for any preliminary education requirement for barbers. Barbering is an ancient and honored occupation. The history of man from the period immediately following his emigration from the Garden of Eden reveals the rising interest of the human race to capitalize upon the latent beauty with which nature endowed him, as well as to emphasize the practical value of his tonsorial servants, not the least of which was to curb the shaggy brows, as an aid to better vision and trim the mustache to better serve the growing refinement in eating.

The changes in fashion from age to age required a considerable degree of artistic talent and refined temperament on the part of the barber, and before the advent of the safety razor, when men wearily waited for that mystic word "next", the hours of what might have been boredom while waiting one's "turn" were seemingly shortened by the versatility of the barber who was required, as he thought, to be a good conversationalist and a veritable mine of information on all subjects of the day. Many of the themes for much of the literature of certain periods had their origin in the barber shop where some of the most famous philosophers and greatest prevaricators of the human race bided their time. It was the barber who promoted conversation and discussion on whatever topic was of greatest interest at the time, and it was the barber who was required to fill in the gap when there was a lull in the literary tournament, the result of which the tenth man in the waiting line all too soon was beckoned to the chair. The term "electric chair" is of more modern origin, though it is reported by many "old timers" that the "electric chair" could sometimes have served a most useful place with the barber occupying the seat.

In addition to being versed in literature, art, and economics at different stages in the rise of humanity, the barber during the Middle Ages was the surgeon of his day, and the art of surgery placed upon him the responsibility for acquiring a knowledge of anatomy, diagnosis, and pathology. The barber's sign even today is a reminder of the heights to which barbering attained when the barber-surgeon was the leading professional man of his time, who bled his customers in reality, not figuratively.

Of equal importance are the barber's fine traditions and heritage as exemplified in the successive stages of the shop wall adornment, which portrayed, through attractive and colorful aids, the scenes of ancient battle such as the Decline and Fall of the Roman Empire by the mop-headed, wiry-haired hordes from the North to the age of chivalry, when of the gentlemen it was said:

"His tawny beard was the equal grace
Both of his wisdom and his face."

and also:

"If the beard were all the goat would preach."

thence to the age portrayed by the exquisitely mounted Moose-Head, Muskellunge and Ring Neck Pheasant, which gave way in its turn to the World Champion Fighters and their lesser studies in the pugilistic world; and finally to the present jazz age of a clutter of advertisements of the

County Fair, Auction and Depth Bomb Hair Tonic, powerful enough to raise a chenille nap on a moth eaten Brussels rug.

With this historic background, rich in its contributions to the development of human culture, to the relief from human ills, and to the creation of interest and entertainment during the hours of waiting in shops for the customer or patient to emerge after the application of razor, brush, scissors, saw, perfumes, powders, and other cosmetics, with hat tilted to show his newly trimmed locks, shoes shining like diamonds, and fragrant face wreathed in a smile of satisfaction, certainly should inspire the barber of today to accomplish something in addition to plying his trade, more than a mere ability to "read", "rite", and "figger".

In the generations past the chief centers of "home spun" philosophy and stories of prowess were, in their order of supremacy, the barber shop, the harness shop, the shoe shop, and the corner grocery store. If history repeats itself, the time may not be far distant when Father Time shall sound again that familiar call, this time directed to the barber, not to the customer, "You are next."

But let us emerge from the garden of reminiscence and return to the matter in hand. Those desiring to follow the barber trade who are satisfied with an elementary school education, may be certificated to this extent by completing the eight years of the elementary school course for which a certificate shall be presented, signed by the proper superintendent of schools, or present an Eighth Grade Diploma, or a secondary school Entrance Certificate, or complete the equivalent of the eighth grade course by passing pre-vocational examinations in English, American History and Civics, Arithmetic, Geography, and Physiology and Hygiene, which are given by the Department of Public Instruction in three series annually. Full information concerning these examinations may be secured by writing to the Pre-Professional Credentials Division, Department of Public Instruction, Harrisburg, Pennsylvania.

Surveyors Certificates of Registration

The Department of Public Instruction announces that the following persons were granted Certificates of Registration as Surveyors by the State Registration Board for Professional Engineers:

In Pennsylvania

Adams County—G. E. Smeltz, New Oxford.
Butler County—E. R. Rink, Zelienople.
Centre County—Samuel Henry Bricker, Bellefonte.
Dauphin County—Clyde E. Peters, Sr., Harrisburg.
Forest County—Reeves H. Weaver, Tionesta.
Greene County—Fred Miller, Carmichaels.
McKean County—Jack Page Coit, Bradford.
Monroe County—Walter H. Sebring, Tannersville.
Northumberland County—Webster Yocum, Shamokin.
Perry County—James J. Hand, New Bloomfield.
Venango County—Earl E. Benninger, Oil City.
Washington County—James P. Louttit, Monongahela.
Westmoreland County—Charles D. Hershberger, Mt. Pleasant.

Out of State

New York—Raymond N. Maloney, Long Island.

State Library and Museum

JOSEPH L. RAFTER
*Director State Library and
Museum*

STATE LAW LIBRARY

In 1919 the State Library was reorganized with the idea of bringing all of its activities, some of which had been established under separate laws, more definitely into one organization. The Act by which this was done provided for five Divisions: General Library, Law Library, Archives, Library Extension, and Museum.

Today the Law Library consists of about 53,000 volumes and the Documents Section of the Law Library consists of about 55,000 volumes. In the Law Library may be found a complete file of Court Reports from Pennsylvania and nearly complete reports from the other states in the Union, from Canada, England, and Australia, as well as scattering Reports from New Zealand, the Philippines and other countries. There are complete files of all important legal journals. The collection of our own State Laws include those from the time of the Duke of York in pre-Penn days down to the present day.

The file of Legislative Journals for every state in the Union is complete. In the State Law Library may be found the Annals of Congress, the Register of Debates, and the Congressional Record. An interested person may obtain the story of the English Parliament from 1066 to the present time from the unbroken file of Parliamentary Journals and papers of both Houses. A complete file of Paper Books enables attorneys to obtain the history of cases presented to the Superior or Supreme Court of the Commonwealth.

The State Law Library is chiefly a reference library, and is used to a great extent by practicing attorneys in Harrisburg and surrounding towns. It is, also, of great service to law students, who are studying law in nearby Law Schools or with legal practitioners. Legislators of both houses frequently use the Law Library, and many persons, including teachers and students, use the Library to great advantage during research periods. Attorneys in all parts of the State write for Paper Books or records from Paper Books to assist them in preparing briefs in legal cases in which they are interested. These Paper Books and other legal material are loaned free of charge. The borrower pays the postage in both directions. The Paper Books are to be returned promptly after the borrower has used same. The borrowing period varies from one to two weeks. In certain cases, upon special request, the borrower may have the Paper Books for an additional period of time.

The Documents Section of the Law Library is an interesting part of the Library. In this Section information may be obtained from the bound documents of the United States, Pennsylvania, other states, and foreign countries. About 1000 documents are circulated annually. Between 400-500 patrons annually visit the Documents Section of the Law Library to obtain information from the many valuable documents housed in this Section.

Educators and others are invited to visit and use the State Law Library, where attention will be given to them by members of the staff who are professionally trained. Today the laity is more or less interested in knowing how laws are enacted, repealed, and put into practice. Persons seeking information for the teaching of Business Law, Political Science, and Sociology can obtain real knowledge, in the use of the Law Library. Students interested in Economics can find a fund of information from the use of legal volumes pertaining to Federal and State Trade Regulations. Persons interested in the study of laws relating to interstate com-

merce and the many problems arising therefrom, will find many volumes that will be instructive, as well as informative, on matters of this nature.

Teachers and students interested in Constitutional History can visit the State Law Library very profitably and peruse, in the splendid reference room of the Library, many interesting volumes containing information on the Federal Constitution as well as constitutions of the various states of the Union.

In the Law Library, also, will be found several volumes pertaining to Naturalization. Persons interested in that study can find reliable information on that subject from the passage of the first naturalization laws down to the present time.

There are many other subjects of importance which bring into play current problems that can be solved by making use of the splendid collection of books housed in the State Law Library.

The Law Library, located in the State Education Building, is outstanding not only for its beauty but, also, for the wealth of material that is housed therein, and which is adaptable not only to members of the legal profession, legislators, teachers, and students, but to the general public as well. After days and weeks of research, visitors from many states in the Union, and from foreign countries, have left the Pennsylvania State Law Library with a real degree of satisfaction and pleasure.

MUSEUM TALES

More than 12,000 visitors took advantage of their stay in Harrisburg during Farm Show Week and visited the State Museum. The largest attendance was Tuesday, when the officer on duty reported having counted 5,283 persons who entered at the front of the building.

Two large rooms in the front of the building, recently occupied by a part of the Treasury Department, have been added to the Museum space and many people were interested in the old sleighs shown in the larger room. Among these there are one- and two-seated cutters of the period 1800 to 1840, an interesting one of wicker having the date 1860, and others up to one dated 1905, or the date when cutters of this type were discarded for our more modern conveyance—the automobile. There are several small sleds used by children, including one obviously home-made.

In the center of the smaller room is an object which is almost incomparable with the one we now use—a wooden bathtub of 1840. This is one of the first two installed in Harrisburg and was originally placed in the home of Andrew B. Foltz, 222 North Second Street. It remained in this home, the property of Catherine Foltz, until 1934. Two other exhibits which catch the eye are the traps for catching large animals and the butchering tools. One wonders how our ancestors could use such machines for chopping and stuffing sausage and pressing lard and succeed in making edible pork products.

When one looks at the largest trap used for trapping bear, one can feel a great deal of sympathy for the man from Potter County who was hunting. He was crossing the log of a fallen tree and accidentally jumped into one of these traps, which weigh at least thirty-six pounds, and was hidden under the forest leaves. He was unable to release himself from the trap with his hands, so dragged himself and the trap through the forest until he found a stick which he

State Library and Museum—Concluded

could use to open the spring and jaws. His heavy hunting boots saved him from serious injury.

A display which has an added appeal to the women is the exhibit of quilts and coverlets in the Special Exhibit Room. This exhibit is put in place each year during Farm Show Week and one hears many say, "Oh, isn't that lovely!" "I have one like that only mine is . . .," and "How I wish I had a pencil and paper so I could copy that pattern." Most of these were collected by donation, or purchased from housewives living in or near Harrisburg. One of the rarest is a crib quilt. The blocks are set together with homespun linen and many of the patches are wood block prints.

As the Farm Show of 1940 passes on to history, our attendance goes back to normal, but we still feel there is a sustained interest when we see our average number of visitors continue from 3,000 to 6,000 each month.

CHANGES IN EXTENSION LIBRARY PROCEDURE

During the past three months, a number of changes have been made in the methods of conducting Extension Library activities in order to promote the efficiency of the Division's service to library patrons throughout the Commonwealth.

With a changing as well as reduced force, it was found necessary to adjust the personnel to the increased work attendant upon the opening of schools for the current school year.

A new charging system has been installed in order to speed up as well as clarify the distribution and receiving of volumes circulated to county libraries, traveling libraries, public libraries, and individuals. The new system is up to date and efficient and is paying dividends in both economy of time and accuracy of records.

Improvements have been made in the format of correspondence sent out by the Extension Division to its library patrons. Particular attention is paid to the neatness and clarity of form letters and form cards mailed in answer to requests. Correspondence is typed with special care. Reference questions are answered as promptly as possible. Also, a double check is made on letters which ask several reference questions, thus insuring a response for every query.

Three experiments are being conducted in accordance with suggestions received from patron libraries:

- 1—The placing of automatic reserves on books requested from public libraries but which are in circulation at the time. This is designed to save both the Public Library and the Extension Division correspondence back and forth.
- 2—The establishment of charging accounts on a reasonable time basis for costs of transportation on inter-library loans.
- 3—The calling in of over-due books from traveling libraries in order that these volumes may be inspected, repaired, and made available for later circulation.

A total of 108 unopened cases of books received from libraries all over the State has been reduced to approximately twenty-five (25) in number. This procedure is a difficult and lengthy one because it entails the unpacking and discharging of books from the folder and cards, as well as the carding and shelving of all completed volumes. With from 50 to 100 books in each case, this represents a total of between 4,000 and 6,000 books handled.

A working bibliography has been started on all subjects of state-wide library interest, such as health, civics, citizenship, et cetera, in order that present lists may be brought up to date and every reader topic covered.

A complete revision of the periodical list of the Division is under way. Dead wood has been eliminated and a selection made of magazines which will be helpful for reference, timely on current events, and exhaustive in the technical subject matter covered.

Methods of book selection have been supplemented to provide:

- 1—A wider range of reading material, fiction, non-fiction, juvenile, adult.
- 2—Authentic and proven sources of selection.
- 3—Up-to-date books in all subjects, both technical and non-technical, as well as the best in current fiction and non-fiction.
- 4—Strict economy of purchase.

Intensive visits are being made on county libraries, with our field representative offering assistance wherever needed. At the same time, she is changing our county charging and folder system according to the new procedure explained above. Eventually, therefore, all county libraries will go over to this recently established procedure.

Because it is felt that the sponsor of a National Youth Administration (N.Y.A.) project has a definite responsibility towards these young people, this Division has initiated a studied program of work for the three N. Y. A. youths connected with the Extension Division. Four main objectives have been set:

- 1—To train them in good business habits, such as promptness, accuracy, neatness, and courtesy.
- 2—To broaden their knowledge of library principles and techniques.
- 3—To make their work pleasant and interesting as well as instructive.
- 4—To analyze their characters, abilities, and special talents in order to fit them for a future career in the field for which they seem best suited.

The quality of their work has improved appreciatively. They are showing real promise.

This Division is awaiting confirmation on two W.P.A. projects which will be of considerable aid in bringing up to date the cataloging of books, as well as the statistics of Pennsylvania Public Libraries. One project is designed to free for circulation a large number of hitherto unavailable books. The other will give the State a 1940 census of valuable Pennsylvania Library data. Both will increase the efficiency of Extension Library service to libraries and individuals throughout the Commonwealth.

Index of Pictorial History of Pennsylvania

Pictorial material furnishes the library with one of its most valuable aids in providing sources which aid the historian, the artist, the educator, and the general public.

Pennsylvania histories, books of travel, and local publications, in their reproductions of early wood-cuts, lithographs, portraits, and photographs, portray many phases of surroundings and events for former years. The social life of the Commonwealth is revealed through these pictures.

The changes shown as they developed in the buildings and
(Continued on Page 31, Column 1)

School Employees' Retirement Board

H. H. BAISH
Secretary School Employees'
Retirement Board

INFORMATION FOR EMPLOYERS

Membership

Membership in the Pennsylvania School Employees' Retirement System is limited to persons employed in the public schools, in the State Teachers Colleges, in the State Institutions for the Deaf and the Blind, and in any other employment connected with the public school system of Pennsylvania. The employment must be regular and for full time outside of vacation periods. Substitute and supply employees are not eligible for membership unless employed full time on an approved basis.

For the purpose of membership in the Retirement Association school employees are divided into two groups,—Present Employees and New Entrants. All school employees who entered school service prior to July 18, 1917 are classified as Present Employees, and those who entered school service for the first time after July 18, 1917 are classified as New Entrants. Membership in the Retirement System is optional for Present Employees and compulsory for New Entrants.

Originally Present Employees were given until July 1, 1919 to make application for membership. The amendment of June 12, 1939 extended the time for Present Employees to make application to June 30, 1940.

Plan of Operation

There are two distinct plans of operating a retirement system in respect to the time when the money required to meet its obligations shall be provided. The one plan is the cash disbursement and the other is the actuarial reserve plan. Under the cash disbursement plan no reserve fund is established, and the retirement allowances are paid from the contributions of the employees. If additional money is needed the State and local districts pay each year enough to meet the retirement allowances for that year. Under the actuarial reserve plan a reserve fund is established and in addition to the contributions of the employees the State and local districts pay each year into a reserve fund an amount which will be sufficient, with compounded interest, to pay their share of the cost of the retirement allowances based on service rendered that year.

The cash disbursement plan is unfair because it requires future taxpayers to pay the cost of retirement allowances based on service rendered at the present time. The cost of the retirement allowance for each year of service should be charged against and paid by the teacher, the State and the local district in the year in which the service is rendered. The actuarial reserve plan is fair as under this plan the teacher, the State and the local district pay each year into their respective reserve funds an amount which, with compound interest, will be sufficient to pay their respective shares of the cost of the future retirement allowance based on service rendered that year. A retirement system operated under the actuarial reserve plan costs all parties concerned much less than if operated under the cash disbursement plan. The compound interest earnings of the reserve funds soon become a substantial source of income and help materially to reduce the amounts which the teachers, the State and local districts would otherwise have to pay.

The Pennsylvania School Employees' Retirement System is operating under the actuarial reserve plan, and the required reserves are being accumulated to pay the cost of the retirement allowances as they accrue. For all service rendered since July 1, 1919, the date of the establishment of the Retirement System, the school employees pay one-half the

cost of the retirement allowances and the State and local districts jointly pay the other half. The State and local districts pay the entire cost of the retirement allowances based on school service rendered prior to July 1, 1919.

Reports

In carrying out the provisions of the Retirement Act it is the policy of the Retirement Board to reduce to a minimum the number of reports required of employers. The blank forms used in making these reports are furnished employers from the office of the Retirement Board and are as brief as the data necessary in complying with the provisions of the Retirement Act will permit.

The duties of employers in relation to the Retirement System are outlined in Section 7 of the act. A careful study of this section will show the importance of at least three reports which should be made promptly by employers to the Retirement Board at the time indicated.

The first report is to be made during September of each year, it is to contain the name, sex, address, status based on classification as Present Employee or New Entrant, date of birth, name of position held, and monthly salary of all employees in the district to whom the Retirement Act applies. This report is to be made on Form A, a supply of which is furnished annually by the Board to each employer in the State.

The second report is to be made on the first day of each calendar month, it is to contain the name, sex, address, status based on classification as Present Employee or New Entrant, date of birth, name of position and monthly salary of new employees, removals, withdrawals, deaths, and changes in salary of employees that have occurred during the preceding month. "Removals" in this report are employees who leave to accept employment in another district in the State; "withdrawals" are employees who leave or are dismissed from school service. Failure to receive this report from a district will be accepted as evidence by the Retirement Board that there were no changes in the personnel or in the payroll of employees in that district during the preceding month. This report is to be made on Form B, a supply of which is also furnished employers by the Retirement Board as often as necessary.

The third report is to be made at the end of each monthly payroll period. It consists of a statement showing the amount deducted from the salary of each employee in the district who is a contributor to the Retirement Fund, as authorized in the last sentence of section 7, paragraph 5 of the Retirement Act. This report is to be made on Form C, a supply of which is also furnished annually by the Retirement Board.

Salary deductions of employees for the Retirement Fund should be made once a month only, at the end of the school month, even though the district has adopted the semi-monthly pay plan. Since the contributions of employees are to be invested by the Retirement Board and the account of each individual employee credited with interest at 4% compounded annually, it is important that the treasurer or other proper officer of each local school district forward promptly each month to the Retirement Board, the total amount of contributions of employees of that district to the Retirement Fund.

Rates of Contribution by Members

The age at which the employee becomes a contributor to the Retirement Fund determines the rate of his or her contribution. The rates of contribution have been computed on an actuarial basis, and are lower for men than women because the mortality among men annuitants is higher than

School Employes' Retirement Board—Concluded

for women annuitants, resulting in fewer payments to men and, consequently, a reduction of the cost of the retirement allowance.

The rate at which an employe begins to contribute remains constant during his or her period of service.

Upon the recommendation of its actuary the Retirement Board has adopted the following table showing the percentages of salary required of men and women employes at different ages as their contribution to the Retirement Fund:

Age	Percentage of Salary Required by		Age	Percentage of Salary Required by	
	Men	Women		Men	Women
18	3.33	3.69	40	3.74	4.45
19	3.33	3.71	41	3.79	4.52
20	3.33	3.74	42	3.84	4.59
21	3.33	3.75	43	3.89	4.67
22	3.34	3.78	44	3.95	4.75
23	3.34	3.79	45	4.01	4.83
24	3.34	3.81	46	4.07	4.92
25	3.35	3.83	47	4.14	5.01
26	3.36	3.85	48	4.20	5.10
27	3.37	3.88	49	4.27	5.20
28	3.38	3.90	50	4.34	5.29
29	3.40	3.93	51	4.41	5.40
30	3.42	3.96	52	4.49	5.50
31	3.44	4.00	53	4.57	5.61
32	3.46	4.03	54	4.64	5.72
33	3.49	4.07	55	4.73	5.83
34	3.51	4.11	56	4.81	5.94
35	3.55	4.16	57	4.90	6.07
36	3.58	4.21	58	4.98	6.18
37	3.62	4.27	59	5.08	6.31
38	3.65	4.32	60	5.16	6.42
39	3.70	4.38	61	5.30	6.59

Retirement is optional at sixty-two years of age. No employe is required to contribute to the Retirement Fund after reaching this age, even though the employe should continue in active service until seventy years of age when retirement is compulsory. However, if the employe continues to contribute after age sixty-two the Employes' Annuity part of the retirement allowance will be increased by more than 10% of the contributions paid after age sixty-two.

One-half of the retirement allowance of New Entrants will be paid from contributions by the State and local districts to the Retirement Fund. In the case of Present Employes the State's and local districts' contributions to the Retirement Fund will pay more than one-half the retirement allowance. The proportion of the retirement allowance of a Present Employe which will be paid by the State and local district is determined by the number of years of prior service with which the Present Employe is credited.

Rates of Contribution by the State and Local Districts

When the Retirement System was established on July 1, 1919 it was charged with a large accrued liability caused by the cost of the prior service of Present Employe members of the System. Had this accrued liability been made up immediately it would have made necessary excessively large payments into the Retirement System by the State and local districts at the time of the establishment of the System. Mr. George B. Buck, the actuary, whose advice was followed in the enactment of the Retirement law, had estimated that this accrued liability would be made up within thirty years by having the State and local districts pay into a special account, designated in the Retirement Law as State Annuity Reserve Account No. 2, semi-annually in July and January of each year an amount equal to 2.8% of the total compensation paid all members of the Retirement System for service rendered during the preceding school year.

The salaries of school employes were increased to such an extent that the reserve in State Annuity Reserve Account No. 2 had been accumulating more rapidly than originally estimated by the actuary, and at the 2.8% rate the required reserve would have been accumulated in less time than thirty years. Upon the recommendation of the actuary the Retirement Law was amended under date of April 28, 1925 so as to reduce the semi-annual payments by the State and local districts into State Annuity Reserve Account No. 2 from 2.8% to 2% of the total compensation of members of the Retirement System for the preceding school year. Upon the recommendation of the actuary and the Retirement Board the Retirement Law was again amended under date of May 4, 1933 so as to reduce the semi-annual payments by the State and local school districts into State Annuity Reserve Account No. 2 from 2% to 1.6% of the total compensation of members of the Retirement System for the preceding school year. This further reduction in the rate of payment into State Annuity Reserve Account No. 2 by the State and local districts will extend the time during which the State and local districts will contribute to this Account, but the required reserve will be accumulated to pay the State annuities of retired Present Employe members of the Retirement System.

The State annuities of all retired Present Employe members of the Retirement System are paid from State Annuity Reserve Account No. 2 and the State annuities of retired New Entrant members are paid from the reserves accumulated in the Contingent Reserve Account.

Upon recommendation of the actuary the Retirement Board has adopted the following schedule of rates showing the percentage of salary of New Entrants which the State and local districts contribute semi-annually in July and January of each year to the Contingent Reserve Account in order to accumulate the required reserves to pay the State annuities of retired New Entrant members:

Age	Rates for		Age	Rates for	
	Men	Women		Men	Women
18	2.41	2.13	32	2.92	3.67
19	2.41	2.13	33	2.98	3.82
20	2.41	2.13	34	3.04	3.98
21	2.43	2.24	35	3.10	4.14
22	2.48	2.36	36	3.14	4.18
23	2.51	2.47	37	3.20	4.22
24	2.55	2.59	38	3.25	4.24
25	2.60	2.70	39	3.29	4.24
26	2.64	2.83	40	3.33	4.22
27	2.68	2.96	41	3.39	4.21
28	2.73	3.10	42	3.44	4.20
29	2.77	3.23	43	3.52	4.18
30	2.82	3.37	44	3.56	4.15
31	2.87	3.53	45	3.62	4.14

State Supervision

The Retirement Act, Section 17, provides that the various accounts of the Retirement System shall be subject to the supervision of the State Department of Insurance. A thorough audit of the books and records of the School Employes' Retirement Board is made each year. A report of this audit appears in the printed Annual Reports of the Retirement Board. A copy of each Annual Report of the Retirement Board is sent to the Governor, to the State Department of Public Instruction, to the State Department of Insurance, and to each school district secretary in the State.

Any one desiring further information in regard to the Pennsylvania School Employes' Retirement System should write to the Secretary, School Employes' Retirement Board, Harrisburg, Pennsylvania.

Pennsylvania in History

ROSS PIER WRIGHT
Chairman Pennsylvania Historical
Commission

OLD ECONOMY

The Williamsburg of Western Pennsylvania

At Economy, a little town enclosed by the borough of Ambridge, seventeen miles northwest of Pittsburgh on the Ohio River, there stands today a group of buildings erected by the Harmony Society between 1824 and 1832. They are the tangible remnants of a remarkable social experiment in community ownership of property conducted in western Pennsylvania in the nineteenth century—an experiment which attracted world-wide attention in its time.

Old Economy was established in 1824 on a tract of three thousand acres, which extended five miles along the Ohio River and one mile inland. The Society developed extensive agricultural and manufacturing interests. In the year 1830 their sales amounted to \$160,000, and about 1866 they reached the high tide of their prosperity when they were reputed to have been worth about \$2,000,000 in addition to their real and personal property at Economy.

Although a most successful economic experiment, this organization was doomed to extinction as the doctrine of celibacy was gradually adopted by the members some time after the establishment of their first colony in 1804. While new members joined from time to time, in 1894 there were only eighteen members living, and but two remain today, Mr. and Mrs. John S. Duss, who were adopted in childhood by the Harmonites.

The Harmony Society existed independently within the scheme of economics and architecture in western Pennsylvania. Because of its self-contained character it was little affected by contemporary environment, as the pronounced individuality of its buildings in Economy so convincingly bear witness. The distinguished and substantial character of this architecture, executed by skillful German craftsmen, under the expert direction of Frederic Rapp architect for the group as well as their temporal leader, has long been recognized by the architectural profession and laymen alike. In the design of these buildings, there is a noticeable degree of assimilation of American influences; but, as in the Moravian buildings in eastern Pennsylvania, an old-world quality is apparent.

The original community is largely obliterated by the encroachment of industrial interests, but there remain unspoiled a block and a half containing the principal buildings of the Society, comprising some seventeen structures. This area was set aside by the State as a memorial to the Harmony Society in 1919 and is under the direct supervision of the State Historical Commission. Here we find the Great House, once the home of the Society's leaders and meeting place of the elders, the Carriage House, and the Cook House. Behind these buildings is a Community Garden extending to the river road and containing the beautiful Garden Pavilion but with quaint Grotto built of boulders and finely finished interior, exemplifying the rough exterior of the Harmonite which contained a beautiful spirit within. In the adjoining block are two dwellings identical in design with the some eighty which once composed the village. Each house has its yard with garden, woodshed, pasture, et cetera. Beyond is the great five-storied Granary with half-timbered first floor; the Store with its warehouse behind; the Tailor and Shoe Shop with impressive stone-vaulted wine cellar below; the Community Kitchen, used at feast times, in which meals for

four hundred could be prepared at one time; the Cabinet Shop where the fine woodworking was done; and, most impressive of all, the Feast Hall, an enormous structure containing offices, a museum, music rooms, meeting rooms, and storage rooms on the first floor, and over these a great hall, extending almost the whole length of the building, where the meetings and the ceremonial feasts of the Society were held.

We show herewith the doorway of this last mentioned building, the Feast Hall. This entrance is the most elaborate and carefully designed single architectural detail in the whole community. Frederic Rapp probably considered the Garden Pavilion or the Church as his masterpieces, but he must have been proud of this dignified portal through which he and the other devoted followers of George Rapp, the leader, passed to join in their meetings.



FAMOUS DOORWAY OF FEAST HALL

This door frankly acknowledges its Georgian ancestry, although it must be remembered that the architecture called Georgian was not confined to England whence it got its name. It is nothing more or less than an Americanized version of the European Renaissance style. All builders in those days employed the use of handbooks on architecture or carpenters' guides. We may see in one such book, Batty and Thomas Langley's "Builder's Jewel," published in

Pennsylvania in History—Continued

London in 1741, a finely engraved plate portraying the prototype of this design. Rapp followed such precedent with a fine regard for the proper scale and proportion. The wooden trellis seen on either side of the door is a unique detail found only at Economy. The members of the Society were noted for their skill in the manufacture of wine; in fact, their leader, George Rapp, had been a vine-dresser in Germany. They made extensive experiments with grape culture and finally found that these wall trellises produced an excellent fruit as the warmth of the brick walls was most beneficial. Almost all of the buildings have these trellises on at least the southern and western exposures.

The buildings at Economy underwent many unfortunate alterations after their completion by Frederic Rapp; the chief change having been made apparently about 1882 when a large part of the buildings were reroofed and cornices of elaborate design in the then current mode replaced the simple and tasteful cornices of the early and more fortunate period. The original shingle roofs have, of course, long since disappeared. Many interior changes were made to meet later uses and styles. It is hoped that the buildings may be returned to their original beauty, and some steps have already been taken.

In 1937, Charles M. and Edward Stotz, Jr., were commissioned to begin the work of restoration under the direction of the State Historical Commission, and with funds provided by the General State Authority. This first program, in which the work of restoration was about forty per cent completed, terminated in July, 1938. Extensive plans have been made for the full restoration, and this work will be instituted as soon as funds are available.

There has been a steadily growing consciousness of the significance of the old buildings at Economy, even though there has been little attempt made to publicize them before the completion of the restoration project. When the final architectural rejuvenation is complete, we have every reason to believe that a wholly new attitude will be aroused among the citizens of western Pennsylvania toward those remarkable people who founded their civilization. Certainly the members of the Harmony Society must be given a front rank in the economic development of the district. The architect will acknowledge their leadership in matters of construction and design. So we all look forward to the day when the public may again witness, in all its glory, this group of buildings which may be rightfully called "The Williamsburg of Western Pennsylvania". Then we will have a true and fitting memorial to those hardy, industrious souls who have bequeathed to us a cultural heritage of which we may be genuinely proud.

RESTORATION OF OLD ECONOMY

When the Pennsylvania Historical Commission completes the restoration of Old Economy, the visitor will step from the industrial atmosphere of modern Ambridge into the quiet charm of a century ago. The illusion of walking back a hundred years or more will be created by the red brick buildings, white picket fences, cobblestone street, and spacious gardens; and it will be enhanced by the interiors of the old buildings restored and furnished as they were when George Rapp lived in one part of the Great House and Frederic lived in another, when fine woollens and fine whiskey were the greatest exports and fine silks not at all unusual, when pride in sturdy workmanship was the greatest pleasure and music was the principal recreation.

A great deal of work was accomplished since January, 1939, toward making ready the thousands of relics of the Harmony Society for furnishing the buildings in keeping with the general restoration program. At that time a WPA museum project was started to clean and restore the articles which had been given to the Commission by Mr. and Mrs. Duss. About seventy-five per cent of the work has been completed, with the arrangement of articles in their proper setting remaining to be done upon completion of the restoration of the buildings.

Fortunately, for the purpose of this work, the Harmonites had made almost everything they used and wore, so their clothing, furnishings, tools, and equipment that remain are as solid and individual as the characters of their creators. The same trends noticed in the village architecture, grafting of American influences to the trunk of German Palatinate inheritance, made the Society's products as distinctive and attractive as the buildings which housed them.

Ever since the dissolution of the Harmony Society in 1905, the majority of the objects were given no care. They were scattered about in the various buildings, mingled with a motley assortment of modern objects, and left exposed to dirt, weather, and fire hazards, conditions which would have ruined less carefully made pieces in a short time. But with careful search and salvaging and painstaking cleaning, the restoration of almost every article has been completed with remarkable success.

During the first months of operations, sixteen rooms of the Great House were converted into temporary office and work quarters, and the entire collection of books, records, drawings, documents, and letters, removed from the other buildings by basketfuls, were stored on the second floor to be sorted and cleaned. Meanwhile, a systematic attempt was being made in each building, from attic to cellar, to separate the accumulated junk of the past thirty years from genuine relics, which generally were found underneath objects of no value. As much research as possible was also carried on so that articles could be identified and classified. The fun of discovery, both articles and records, compensated for the more tedious work of removing dirt and rust. Many objects and parts, however, could not be readily identified, and a few still remain to puzzle students of Nineteenth Century lore.

One particularly trying part of the work during the first few months was emptying boneset, a homemade medicine which the Society believed had great curative powers, from several thousand bottles. While most of the bottles were of no value, a fair quantity of old, beautifully colored glass was recovered, making the work worthwhile.

As the questionable and useless material was disposed of from week to week, and further discoveries of furniture, tools, and machinery made, the problem of ultimate arrangement began to solve itself, for almost every object was found to have some relationship to existing buildings.

Two houses, it was decided, should be set up as dwellings, The Great House in which George Rapp, his adopted son Frederic, and succeeding trustees had lived and conducted the Society's business; and an ordinary small house arranged according to the peculiar mode of living of the typical family. About three hundred pieces of furniture were found for these two houses. Most of these had been made by the Society's cabinet-makers, and while they were in a fairly good state of preservation so far as the wood was concerned, they had been so neglected, altered, or abused in modern times as to

Pennsylvania in History—Continued

require a great deal of patching and complete refinishing or repainting. Walnut, cherry, and poplar were the principal woods used, although other varieties, such as apple and maple, were found in parts.

One characteristic of the cabinet-makers was soon distinguished. They built their pieces along plain, comfortable lines and decorated the pieces which had a natural finish with inlaid woods, while the painted pieces they decorated with stencils and stripes in contrasting colors. The use of brilliant color in abundance became evident when pieces were being prepared for repainting. The predilection toward bright red, green, blue, and yellow, which was carried over from the German homes of the early Harmonites and finds its counterpart in many other Pennsylvania German settlements, had been apparent in restoration work on the buildings. Now the renovated furniture is in harmony with other phases of restoration.

Another cabinet-making characteristic is amusing but practical. No two pieces of furniture are exactly alike, but almost all pieces used for the same purpose are similar in design. Chairs, for instance, were custom built to suit the height and width of the person using the chair. Not knowing the size of many Society members, project workers were not so sure, as Goldilocks in the house of the three bears, as to who had used each piece. Yet the assumption that the largest pieces were used by George Rapp, whose clothing proved he was a very large man, and that the smallest pieces were intended for Gertrude Rapp, his granddaughter, a small woman, has been verified in a number of instances. Accordingly, when the bedrooms of these two important persons are arranged, they will be furnished with the proper desks, beds, easy chairs, wardrobes, chests of drawers, settles, footstools, tables, and lamps. By similar process of elimination, other rooms will be furnished.

Since the community of more than a hundred families, with the exception of the trustees' families, all followed the same mode of living, their homes were also furnished according to established arrangements, so that no guess work is required as to where to place the family dining table, bench, and chairs; the Franklin stove which supplemented the fireplaces; the curtained beds used by the housewife and the smaller beds used by other members of the family; the corn husk mats; the dish cupboards, work tables, food cupboards, and stone sinks which were standard kitchen equipment; and the storage chests, clocks, and dozens of household utensils.

The utensils themselves form an interesting collection. There are three-legged iron cooking pots with heavy lids, large copper pans curved to fit around the stovepipe and used to hold water so the atmosphere would be humid, copper tea kettles, tin ladles, nests of pottery bowls, bone handled cutlery, blue wooden buckets with iron hoops for water, and blue wooden tubs for sugar. While these articles were being cleaned and treated against deterioration, estimates were made from time to time of the number discovered, but the exact number will not be known until the cataloging of all exhibits is completed.

By setting up the living quarters of the Society members, it will be possible to demonstrate their physical routine, chiefly how they ate and slept. But how they worked, enjoyed themselves, and functioned as a community is better shown in the use of other buildings.

The Feast Hall and Church were used most frequently by the entire Society, and the Church was seldom used except for worship. But the Feast Hall, particularly in its

early days, was a regular town hall. Its large second floor was used for general assemblies and for the three annual feasts. Into this room, as a reminder of its primary function, will go one of the feast tables around which eight persons sat on long high-backed benches. The table will be set with the white linens and dishes and big wine pitcher used at the feasts. The rest of the floor will be devoted to civic equipment such as the 1824 fire engine, the coach with folding steps which Father Rapp used, the old printing press, large pieces of machinery, and sections of the first water line to the village, which was of wood, and of the second, which was of wrought iron. Here also will be the high black hearse with its heavy black wool curtains and two hexagonal coffins like those in which the Society members were buried.

Most of these pieces are already in place, but the main attraction of the completed room, a model of Economy as it appeared in the 1830's, was started just a short time ago. Research for the minor details for the model is still continuing, although the general plan is easily determined by the many buildings still in existence. When completed the model will show, in addition to the State-owned properties already mentioned, four squares of ground occupied by more than eighty brick and frame dwellings and their gardens; the silk, woolen, cotton, and flour mills; church; three granaries; stables for horses, cattle, and sheep; pig pens; community laundry and cider press; hotel; sheds and work buildings; outdoor ovens; charcoal ovens; brick kilns; brewery; pumps and watering troughs; part of an orchard; and a curious labyrinth of fruit trees and shrubs. More than any other object, the model will give the average visitor an insight into the self-sufficiency and well-devised order of the Harmony Society, as well as remind him of the beauty that has largely been swallowed by industrial advancement.

The seven rooms comprising the first floor of the Feast Hall were once used for general museum purposes. They are returning to their original use as one exhibit after another is carried in, although the exhibits differ from those of a century ago. Prior to 1832, when Dr. Christoff Muller was in charge of the museum, he collected minerals, botanical specimens, slides for a magic lantern, and similar objects for scientific study. These, however, were sold long before the dissolution of the Society and cannot be replaced. Instead, the culture of the Society, as displayed by its interests in the fine arts and its knowledge of crafts, as well as the most important exhibits showing the economic ramifications of the Harmonites, will take the place of the old museum.

In the largest room, formerly used for band and orchestra practice, will go all the music relics except the two pianos and music box which belong in the Great House parlor. Instruments ready for display include a rosewood and two walnut pianos imported from Germany, an English-made music box with organ effect containing several selections on wooden rolls, a harp, bass violin, viola, two French horns, a clarinet, and a metronome. The most interesting of the music manuscripts and printed books, songs composed by members, and unusual orchestrations will be on exhibition, while the bulk of the five hundred items in the music library will be available to research workers. As yet none of the music library has been cataloged, but it has been sorted according to vocal, piano, and orchestra arrangements.

In another room of the Feast Hall will be hung those paintings, drawings, and lithographs either made by members or bought, except for those which have always hung in the Great House parlor. So far none of the oil paintings have

Pennsylvania in History—Concluded

been cleaned, nor have any of the artists responsible for them been identified. No evidence has come to light to show how the pictures were acquired, except the most famous, an excellent copy of Benjamin West's "Christ Healing the Sick", which was bought for thirty dollars.

The religious life of the Society was not only one of its most vital aspects but the source of many legends and misconceptions. Most difficult to interpret and display, it will be shown as well as possible in another room of the Feast Hall. Here will stand the simple pulpit with its velvet cover and the three chairs which were used to furnish the church platform. Supplementing these objects will be large old German Bibles, a book of sermons preached by George Rapp, the Book of Life which contains the Articles of Agreement signed by all members, the Register of Souls which is a partial record of families, the Burial Register, books of hymns composed by members and printed on their own printing press, and various writings of members which explain their unusual conceptions of religion and community of property. The records and writings have been indexed and cataloged for reference by scholars interested in the Society's doctrines.

Displays showing the extent of education in the Society, which was slight compared to present-day standards but much in advance of the early contemporaries of the Society, will be housed in another room of the Feast Hall. There are a number of benches and long desks which were used in the old schoolhouse and have been repaired and repainted. Initials carved deeply into them show that Frederick Eckenperger, the old schoolmaster, contended with the same problems that present-day teachers encounter. There are also prepared for this room a number of wall maps dating back as far as 1795; German, French, and English readers and grammars; arithmetic and spelling books; and several exercise or copy books filled out both by adults and children.

The interest in medicine, which originated with Doctor Muller, was shared by several other members. In spite of the removal or loss of some of the medical works once belonging to the Society, there are a surprising number of volumes on medical subjects, some of which will be displayed along with large anatomy diagrams, a glass wheel for creating static electricity for curing rheumatism, a few surgeons' implements, and a memorandum book containing case histories of members' illnesses. These have been prepared for exhibition, including translations of the carefully detailed case histories.

The crafts of the Society, not displayed in other buildings, include the making of baskets, clocks, locks, and pottery. Wooden clock works, a pattern for the large locks used on inside as well as outside doors, the potter's wheel and many jugs turned on it, and a large assortment of wicker baskets of all sizes, form the basis for exhibits in another room. A small collection of swords and a Pennsylvania rifle will also be shown in this room, although the Society had no regular gunsmith. Patterns from which local foundries made tools for the Society have been cleaned and labeled for further exhibition of crafts.

In the seventh room of the Feast Hall there will be portraits and photographs of the Society's trustees from George Rapp to Mrs. Duss, together with records and papers showing how the Society's large business interests were administered. While there has been no portrait discovered of Frederic Rapp, the man responsible for establishing the industrial basis of the Society's wealth, Frederic will be known to the public through his meticulous accounts and fine letters. The most interesting of the plans and maps connected with

Society buildings and lands, such as the charts of Forest and Warren counties; the layouts of New Harmony, Indiana, and Beaver Falls holdings; and the sketches of railroads and bridges financed by the Society, will give some conception of the wealth of the Harmonites. A more concrete example of their wealth will be seen in the stout oak boxes in which gold and silver coins were stored, and in the wooden blocks, with countersunk holes, on which the coins were hand polished before being sent to the banks of Pittsburgh and Philadelphia to be invested.

Opening onto the street and directly below the Feast Hall is the Shoe and Tailor Shop which had four large rooms on each of its two floors. Into one of these rooms will be returned six cobblers' benches, a complete assortment of shoemakers' tools, the wooden lasts made for each member, samples of materials such as leather and wooden pegs, and the one shoe which has been found. Rooms which were formerly the men's tailor shop and the women's tailor shop will contain the sewing machines, some of which are among the first machines manufactured; knitting machines and stocking forms; pressing blocks; and several types of tailors' irons.

The remainder of the building will be divided between the textiles used and garments worn by members and the large collection of equipment used in making textiles. In condition for display are a primitive loom, bobbins, shuttles, coarse and fine reeds, spinning wheels, several kinds of reels and cards, a huge copper vat in which materials were dyed, a machine for stretching cloth, quilting frames, containers for large balls of thread, and instruments used in flattening straw for making hats.

One of the most popular exhibits in Old Economy will be the garments made in the tailor shop from fabrics manufactured by the Society. The finest of wool broadcloth, dyed a steadfast black or green, went into the heavy greatcoats, long capes, and winter dresses. Blue velvet trousers trimmed with brass buttons, blue silk coats, and tall felt or straw hats formed the men's Sunday attire. The women wore long dresses made of figured silk or changeable taffeta, black silk aprons, silk bonnets or wide-brimmed straw hats, and velvet, silk, or wool shoulder capes. Sixteen large chests containing these garments and various quilts and cushions will be emptied for a complete display. Over a hundred years old, the materials are as strong as when they left the looms, which indicates the Society deserved its reputation for making the finest silks and wools in the country.

The Store building, which also contained the village post office and a little room known as the apothecary's shop, will once again become a general store with its shelves, desk, counters, bins, barrels, and scales. The post office pigeon hole, and letters with interesting seals and stamps, will occupy a corner of the large room, and the apothecary's shop will once more have its high haircloth barber's chair and stool, as well as the delicate set of balances, mortar, and pestle, retorts, vials, bottles, and chest for drugs.

All the equipment related to agriculture and husbandry will be housed in the Granary. Hoes and rakes, plow and harrow, hay baling machine and hay, apple barrels, apple parers and the schnitz machine for sectioning the fruit preparatory to drying it, butchers' boards and the horns of the largest ox killed at the village slaughter house, sausage making machines, churns, and tubs will give a composite picture of the cultivation and preservation of food. Bottles used

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That Reminds Me—

It Occurs to Me...

As to the Superintendent's drive on Safety Education—marbles, roller skating, bicycling, and baseball are immediately ahead. Thousands of young lives have been snuffed out through heedless attempts to recoup rolling marbles and balls from street traffic, and through roller skating and bicycling in the street and stealing "hitches" on passing automobiles.

The Physics of baseball curves—should have the attention of baseball coaches and teachers of Physics while the promising throwing arms are "warming up" in the gymnasium. As is generally known, baseball curves seem to defy all of the laws of forces, the ball always curving against, rather than away from, the friction of the whirling ball.

By using a two-foot mailing tube and a few pith balls, Bernoulli's Theorem, which explains the phenomenon of baseball curves, can be readily and clearly demonstrated, as an Assembly demonstration before the entire student body, greatly stimulating students' interest.

Teachers of Chemistry—should have a special interest in Nylon, which, by chemical processes, is made from coal, air, and water, changing these raw materials into a silky yarn which is strong, elastic, sheer, and run-proof, making it ideal for silk hose, and probably sounding the death knell for both real silk and rayon.

Teachers of the Social Sciences—also, should have an interest in the discovery of Nylon, in that it will probably seriously affect the importation, into the United States, of more than two-thirds of Japan's silk production, effecting a grave economic problem for the Japanese, and probably having in turn a direct bearing on the possible renewal of the trade treaty between Japan and the United States, which, at this writing, has expired with no renewal in sight.

Teachers of Homemaking—probably know that, as "iron foods", spinach and raisins have recently lost some of their widely-heralded laurels. Scientists of the Massachusetts Institute of Technology have discovered that plain old "molasses" is iron-food king. The sticky, brown, childhood delight stands first among all iron-containing foods, with a content of 6.1 parts, by weight, of usable iron, per 100,000 parts of molasses. Adding insult to the injury of spinach and raisins, they report that beef liver comes second, with 5.6 parts per 100,000, and that oatmeal comes third, with 4.6 of such parts. Raisins proved to have only one-third of the usable iron that is contained in molasses and spinach disclosed only 0.5 parts of iron per 100,000 of spinach.

For transfusion purposes—human blood is classified into four types and the blood of each person falls into one of these four categories. This classification embraces type A, containing bacteria-fighting Lysin; type B, containing bacteria-fighting Hemolysin; type AB containing both Lysin and Hemolysin; and type O, containing neither Lysin nor Hemolysin.

Do You Know That...

Thaddeus Steven's Birthday— is April 4. He was born in 1792 at Danville, Vermont . . . Graduated at Dartmouth College in 1814 . . . Taught school at York, Pennsylvania . . . Practiced law at Gettysburg and Lancaster . . . Served in Pennsylvania Legislature and in Congress . . . Was radical anti-slavery advocate . . . Advocated Negro suffrage . . . Opposed Fugitive Slave Law . . . Was Chairman of Congressional Committee on Ways and Means throughout Civil War . . . Later was Chairman of Congressional Committee on Reconstruction following Civil War . . . Was Chairman of House Committee in charge of Impeachment of President Johnson . . . Died at Washington, August 11, 1868.

Free School Day— is April 4, commemorating the founding of free public schools in Pennsylvania.

A Regional Science Conference— will be held at West Chester State Teachers College, March 15-16.

National Comprehensive Examinations for Teachers—will be held at The Pennsylvania State College, March 29-30.

A Regional Social Studies Conference— will be held at West Chester State Teachers College, April 5.

Competitive Scholarship Examinations for Six Scholarships— will be held at Bucknell University, April 6.

A Regional Social Studies Education Conference— will be held at Clarion State Teachers College, April 6.

Regional Scholarship Examinations— will be held at Lehigh University, April 13.

The Annual Conference of Trustees of Colleges and Universities— of the Eastern District will be held at Lafayette College, April 16.

National Wildlife Restoration Week—for this year has been set for March 17-23.

Pan American Day—for this year will celebrate the fiftieth anniversary of the founding of the Pan American Union and has been set for April 14, for details of which see Executive Office section of this issue.

Be Kind to Animals Week—has been set for April 14-20, Humane Sunday being on April 14.

Have You Any Questions?

Question: How can I reach Valley Forge, by automobile?
H. J. T.

Answer: Best route from Crawford County to Harrisburg, then take Route 230 to Lancaster, then east on Route 30 through Coatesville to Paoli, then left two miles on Route 202, and again left about three miles on Route 83 to Valley Forge.

Question: How may a teacher be certain of the rating he is receiving during his probationary period?
T. E. B.

Answer: Act 273 provides that "no temporary professional employe shall be dismissed unless rated unsatisfactory, and notification, in writing, of such unsatisfactory rating shall have been furnished the teacher within ten days following the date of such rating".

Question: Is a pupil who misses the school bus absent from school illegally?
J. B. C.

Answer: Section 1408 of the School Laws of Pennsylvania assists in an answer to this question. It specifies that a suitable shelter should be provided for pupils who must wait for the bus. The local school district may build these shelters or make arrangements with private homes or business establishments. When these provisions are met and the pupil misses, the school district has met its obligation and the pupil's absence, therefore, in such a case would be illegal. It is assumed that the bus is operating on a regular schedule and did not pass the loading point ahead of schedule.

Question: Is a pupil of compulsory school age who lives within a school district not maintaining a high school required to attend a high school in another district, if it is within two miles of his residence by the nearest public highway?
G. N. H.

Answer: Section 1418 of the School Laws of Pennsylvania covers this case. Pupils are excused from attending school only when there is no school within two miles. The law does not specify that the school must be within the district where the child resides. Therefore, a pupil living within two miles of a high school in another district would be required to attend even though no high school is maintained in the district where he resides; provided the consent of the board of school directors of the receiving district has been obtained.

Question: Would it be justifiable to work for the establishment of one or more special classes for the mentally retarded in the fourth class district of A?—What extra reimbursement, if any, would this district be entitled to if it were to establish and maintain an approved special class for this type of exceptional child?
N. M. G.

Answer: It happens that there are slightly over 500 children in the first eight grades in A. district. On a very conservative basis this would indicate that there is needed at least one special class for retarded children in this particular community. If, under the requirements of Section 1413 of the School Laws, an approved special class for this type of child were established and maintained in this district, the Commonwealth would reimburse said district as follows: Under the provision of the Edmonds Act the district receives 60% of the minimal elementary teacher salary. In addition to this, assuming the minimal elementary salary to be \$900, it would be entitled to an extra annual reimbursement of \$180 providing only the minimal elementary salary were paid the teacher in question. If this special class teacher were paid more than the minimal salary, it would be entitled to an extra annual reimbursement for this approved special class, but the extra reimbursement would not exceed \$270. At no time would the district be entitled to more than 80% of the salary actually paid the teacher.

Question: I understand that my certification as a public school mathematics teacher is all that is required to teach Industrial Mathematics in the evening school. Am I right? Incidentally, I have had four years of vocational experience.
I. W. H.

Answer: Related Subjects (for evening industrial classes) will be written on a College Certificate upon receipt by the Department of Public Instruction of documentary evidence of two years of full-time industrial experience.

Question: We are planning to organize school extension classes in commercial education and adult recreation. Will the day school certification of our regular teachers be approved for these evening school activities?
W. G. C.

Answer: For commercial classes, yes. For adult recreation, no. It will be necessary for your instructor in physical education to secure an Extension Standard Certificate in the field of Adult Recreation through the Bureau of Teacher Education and Certification of the Department of Public Instruction.

Have You Any Questions?

Question: Is there any regulation that must be complied with in order for an individual to establish a private school to teach pattern designing for women's clothes?

A. A. O.

Answer: There is no provision of law or regulation by the Department of Public Instruction governing the establishment of a private school for teaching pattern designing for women's clothes. This answer is based upon the assumption that the school, so organized and maintained, does not contemplate the granting of degrees and does not include among its students individuals who are of compulsory school attendance age.

It should be remembered, however, that the building in which any school, private or public, is conducted is subject at any time to inspection by the Department of Labor and Industry as to safety, and by the Department of Health as to fulfillment of sanitary requirements.

Question: This is the second year of our school extension program for out-of-school youth and adults. If we must raise our extension teachers' salaries of \$1.00 per hour paid last year, to \$1.25 per hour this year, and \$1.50 per hour next year, will we, as a 75% district, receive 75% of \$1.25 per hour as extension aid for this year, and 75% of \$1.50 per hour next year?

W. R. C.

Answer: No. While the minimum salary schedule for extension teachers and leaders is \$1.00 per hour for the first year of service, \$1.25 per hour for the second year, and \$1.50 per hour for the third year, the true minimum salary is \$1.00 per hour, on which all extension reimbursement is based, giving your district each year, without change, \$.75 per teacher-hour for all approved extension activities maintained.

Question: In one of my Social Science Classes, the pupils are making a study of occupations as a basis for choosing a line of work when they graduate. Where can I secure information regarding the requirements and rewards in the fields of Radio, Aviation, Interior Decoration, and Diesel Engine Operation?

M. G.

Answer: Pamphlets disclosing the conditions in these occupations can be secured at a small cost from: Institute for Research, 537 Dearborn Street, Chicago, Illinois; Occupational Index, Inc., New York University, New York City; and the National Youth Administration, 219 South Front Street, Harrisburg, Pa.

You will be able to secure standard bibliographies relating to various occupations such as: "Books about Jobs" by W. E. Parker, American Library Association, Chicago, Illinois; and "Occupations and Vocational Guidance; A Source List of Pamphlet Material" by Wilma Bennett, H. W. Wilson Company, New York City.

Question: What is the minimum number of class members allowed in evening industrial work?

R. A. B.

Answer: Classes should be discontinued when the average class attendance falls below ten on six consecutive nights.

Question: Is a school district required to provide a shelter at a school bus stop?

B. F. L.

Answer: Section 1408 of the School Laws makes it mandatory for a school district to provide a station or shelter at school bus stops where needed. With the consent of the owner, a school board may designate a residence or other suitable buildings as a station. In the absence of sufficient protection for children waiting for a bus, the board of school directors shall have suitable shelters erected with the open side visible from the public road. These shelters should be of ample size to accommodate the number who board the bus at the stop. It is not required that the shelter be heated.

Opportunities in Placement Office

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of public school instructional service and the specialized activities. The largest number of registrants is found in the academic subjects of the secondary field. Of the total number of registrants, 1,165 are graduates of the State Teachers Colleges and 1,455 are graduates of the colleges and universities. Of the number of persons who are seeking opportunities for advancement, 305 have completed the requirements for a master's degree and fifty-three candidates have earned doctor's degrees.

Opportunities for more effective use of the Placement Service in the Department would be improved if the activities of the service were better understood by school officials and teachers. Experience has shown that it is difficult to locate successful teachers who are deserving of promotions and whose experience and educational background is such as to secure for them favorable consideration for good positions. Such persons have not taken advantage of the Placement Service to the fullest extent. On the other hand, the persons who have been registered in the Placement Service in many instances have not been as diligent as might be desired, in keeping their credentials up to date and particularly in keeping the office informed of their availability. School officials have been disappointed on frequent occasions by the fact that persons who are registered for positions have not taken the trouble to notify the office that they had secured a position elsewhere. All this causes delay and discouragement in the use of the Placement Service.

Teachers with unusual teaching combinations or with qualifications or experience backgrounds that are exceptional will find the Placement Service particularly useful. The registrants will find that the Placement Office can render more helpful service if persons who are familiar with the applicant's actual teaching experience and professional competence are named as references. The confidential credentials that are sent to an employing official include two photographs. School officials are invited to investigate the possibilities of securing teachers through the assistance of the Placement Service when vacancies occur.

They Say—

Superiority Complex

"Too much early success in the artificial atmosphere of a school, means that a child will grow up thinking the world is his personal oyster. A child who is entirely successful with a normal amount of work should have more work piled on him, so that an occasional failure will balance his success."

—Dr. Daniel A. Prescott
University of Chicago

Saluting the Flag

"For elderly men garbed in robes to tell children they must salute or not get an education is on the face a shocking and ridiculous doctrine."

—Judge William Clark
Federal Circuit Court

Life-Centered Curriculum for Youth

"The dynamic and life-centered curriculum should help to harmonize youth's educational development with his fundamental needs and interests, with his social environment, and with his whole life career. Six organizing principles are used as criteria for setting up this curriculum. These principles are highly interrelated, each working best when properly balanced and integrated with the other five. These principles are as follows:

- (1) *Individuation*—the development of the individual in harmony with his fundamental needs and best interests.
- (2) *Socialization*—the education of the individual in harmony with the needs and possibilities of his social environment.
- (3) *Integration*—the attainment of educational values by bringing together and unifying the processes and outcomes of education.
- (4) *Specialization*—the provision of special training and services required both by individuals and by society.
- (5) *Dynamic approach*—the facilitation of purposeful learning and dynamic teaching.
- (6) *Guidance*—a curriculum emphasis which contributes specifically to the individual's educational, vocational, recreational, and social career.

—American Association of School Administrators
—Youth Education Today

Barriers

"We may become so concerned with minutiae and mechanics as to overlook more important concerns. One of the difficulties of the past is that when we set up a new scheme of objectives, we often merely proceed to rationalize current practice as contributing to those objectives. We have difficulty in stripping our minds of traditional school practices, teaching procedures, and organization of curriculum materials and activities."

—Superintendent Claude V. Courter
Cincinnati Public Schools

The Social Policy of America is Democracy

"We have seen that before the objectives of education at any point of time and place can be stated, people must decide which of several possible social policies are to claim their allegiance. We have seen also that this decision hinges primarily upon certain fundamental judgments of values. The social policy thus accepted and endorsed by the American people is the continued striving toward the democratic ideal. A general description of democratic ways of living is, therefore, an indispensable part of our statement of educational purposes.

"Democratic living is a developing and complex process in which certain great elements stand out in bold relief. This chapter attempts to sweep into a few broad generalizations these minimum essentials of democracy.

The General Welfare

"Democracy prizes a broad humanitarianism, an interest in the other fellow, a feeling of kinship to other people more less fortunate than oneself. One who lives in accordance with democracy is interested not only in his own welfare but in the welfare of others—the general welfare.

Civil Liberty

"Democratic behavior observes and accords to every individual certain 'inalienable' rights and certain inescapable corollary responsibilities. One who lives in a democratic way respects himself. And to self-respect he adds respect for the moral rights and feelings of others, for the sanctity of each individual personality.

The Consent of the Governed

"Democratic processes also involve the assent of the people in matters of social control and the participation of all concerned in arriving at important decisions. This implies that all the people must have access to the facts which will help them to reach a wise decision.

The Appeal to Reason

"Peaceful and orderly methods of settling controversial questions are applied by a democracy to matters of national and international policy as well as to private disputes. The callous use of force and violence is rejected as unworthy of a civilized people.

The Pursuit of Happiness

"Finally, democracy sets high value upon the attainment of human happiness as a basis for judging the effectiveness of social life.

"We are to examine each of these five ideals of democratic conduct, seeking from them to derive a general understanding of the purposes of our schools. It is desirable to preface this examination by a brief sketch of some aspects of the development of democracy in this country and of its present status in the world. No comprehensive treatment is attempted here; the Commission has in preparation a more extensive report on the historical background of educational and social purposes."

—The Purposes of Education in American Democracy
Educational Policies Commission

They Say—

Personality Integration vs. Intellectualism

"If and when we are convinced that mental health must be conserved in education, we will call for teachers who are genuinely concerned with the personalities of children and not interested merely in their mental processes, who will continuously recognize the emotional needs and problems of the little boys and girls in their pupils of all ages. Faced with these cultural demands, children need warm, affectionate, human relationships and personal recognition all through school, from nursery school through college; indeed, we never outgrow these fundamental personality needs even though we change our modes of expressing them and of seeking fulfillment as we grow older. Today our greatest social need is not so much for intelligence and trained minds, as for sanity and the courage to live, for we now realize how intelligence in a distorted, unhappy individual can be used, like science, for aggressive, destructive purposes, for defeatism and escapes. The highest academic competence does not guarantee a socially minded career or a humanly desirable design for living. In the interest of social welfare and human happiness, we could wisely sacrifice much of our present academic achievement for better personality integration and social adjustment, since only sane, cooperative personalities can deal with our present social disorder.

—Lawrence K. Frank
New York City

Index of Pictorial History

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streets of our towns; historic buildings and public institutions from Colonial times to the present; modes of transportation, industrial plants; illustrations of various types of mills, boats, bridges and machinery; interiors of the homes of the early settlers, showing kinds of household equipment and costume of the people, as well as facts connected with the actual buildings, are valuable aids in preserving our history. Pictures have been called "the universal shorthand language." Details which would require a hundred words to describe, can be seen in a glance at a picture.

The personal knowledge of the librarian, plus a detective's instinct, helps locate much of this material, but pressure for quick service has made it necessary to provide more mechanical aids to assist the staff in meeting these varied demands.

A Works Progress Administration project has made available to the General Library Division of the State Library a small group of workers, who are now engaged in searching important volumes of our collection of Pennsylvania history for illustrations of interest. Each picture is being analyzed and listed on cards under several headings and cross indexes. This will bring together, in a systematic form, hundreds of scattered references and form a part of our main card index. The service given in the General Library should be perfected as well as expedited.

Academic Freedom and Propaganda

"If we would safeguard our schools we must protect them, on one side, from those whose enthusiasm would lead to the restriction of academic freedom and, on the other, from any persons within the schools who would pervert academic freedom into license to propagandize. We must teach the people not what they should or should not believe but how to think and reason intelligently for themselves."

—Associate Justice Frank Murphy
United States Supreme Court

Restoration of Old Economy

(Continued from Page 26, Column 2)

for the wine, whiskey, cider, and boneset which helped make the Society famous, together with copper wine pumps and containers for grapes, will also go into this building, which was one of the many used for storing wine.

Divided between the Granary and the Cabinet Shop will be over a thousand tools and pieces of equipment used in surveying, masonry, carpentry, cooperage, cabinet making, tinning, and smithing. The Cabinet Shop will house two-foot treadle lathes, schnitzelbanks, work benches, a large collection of wooden molding planes, scribes, vises, saws, wooden braces, hammers, and clamps. The large box plane used at the old cooperage, two surveyors' instruments, Gunner's chain, axes, picks, cross-cut saws, anvil, bellows, and many other blacksmiths' tools, reamers, drills, and similar equipment will be set up in the Granary.

The cleaning, preservation, identification, and cataloging of the tools and equipment, which is now complete, was the largest single piece of work undertaken, with the exception of the indexing of records and correspondence, which will be in progress for some time.

In addition to the volumes mentioned for display purposes, there are about five thousand English and German works in the old Society library which have been treated to preserve their leather bindings and sorted according to the ten major classifications of the Dewey decimal system, and are now awaiting proper library cataloging. Over five hundred record books of the Society's business activities have been catalogued, and the most important have also been indexed. However, the major cataloging work has been setting up files of the voluminous business and personal correspondence and other documents, about one hundred thousand items. While not all this material will be indexed for subject reference, a cross section file of the correspondence with major business houses with whom the Society dealt until after the Civil War, is being prepared. Eight thousand items have so far been indexed, and these provide a good background for students interested not only in the history of the Society but in almost any phase of Pennsylvania history from 1810 to 1870, and are invaluable for any study of Western Pennsylvania economics. Translation of many records in German script, and of George and Frederic Rapp's personal correspondence, has also facilitated research.

It is hoped that funds to complete the restoration so that both the buildings and their contents will be open to the general public will be available in a short time. Then the ways of living and thinking, the remarkable achievements, and the tremendous influence of the Harmony Society can be appreciated in their proper light.

They Say—

Essentials of Social Well-Being

"What are the chief essentials in our problem of promoting the general welfare? To my way of thinking we can simmer them down to four:

- "1. Health.
- "2. Enough food, shelter, and clothing for every man, woman, and child, with a little fun thrown in.
- "3. Freedom to go out and find something to do, and along with it freedom to express our opinions.
- "4. An end to force—at home and abroad, in government and industry—as a method of settling our difficulties; the substitution of cooperation, negotiation, decent consideration for each other's opinion. Such a program is vitally necessary to the continued existence and growth of our aims as citizens."

—Ida M. Tarbell

Mutually Beneficial

"It might be a good thing if the city boys would get on the farms and the farm boys would come to the cities for a while. The country boy can stand the sharpening process and the stimulation he will find in the city and the boy from the towns will take to the farms some traits that are needed in the development of the land."

—Henry Ford

The Objective of Economic Efficiency

"Use, labor of each for all, is the health and virtue of all beings. Ich dien, I serve, is a truly royal motto. And it is the mark of nobleness to volunteer the lowest service, the greatest spirit only attaining to humility."

—Emerson

OLD ECONOMY (Continued from Page 2)

The Harmonites were expert agriculturists and skilled craftsmen. The amazing financial success of The Harmony Society until the death of Father Rapp at the age of ninety, in 1847, is probably due to the genius of Frederick Reichert, their financial agent, who, from the first, brought into the Society highly skilled carpenters, blacksmiths, wagon-makers, weavers, tailors, and coopers. Their acres were models of thrift and productiveness. Their broadcloths, muslins, satins, and velvets commanded premium prices over all Eastern products. Their high-grade craftsmanship at Economy was promptly built into a lucrative trade. It is estimated that at one time the Harmonites owned property amounting to at least \$4,000,000. So great was their domination in manufactured products and trade that about 1830 an attempt was made to have the State Legislature dissolve the Society "because its commercialism dominates the market and threatens to engulf western Pennsylvania, and the Ohio valley throughout its length".

Within the community each household cared for its own gardens and its cows and chickens, and made its own bread, butter, and cheese. All other activities were carried on collectively. Family cows were driven to pasture each morning by a single cowherd. The community butcher distributed meat from house to house twice each week. Community carpenters and cabinet-makers made and repaired all furniture. Community tailors and dressmakers made and repaired all clothing, community shoemakers made and repaired all shoes, and the community potter made and glazed all earthenware used. Money was neither needed nor used by the members of the Society. When any individual family needed anything, they made application to the community store or shop.

Nor is it to be assumed that the rigid self-discipline of the Harmonites left no place for pleasure. The daily schedule consisted of rising at five o'clock in the morning and retiring at nine o'clock in the evening, with five meals, at six, nine, twelve, three, and six o'clock, during the day. They were always interested in music, and at Economy built a Music Hall for concerts and community singing. The harmonia now in the Great House and Music Hall are still excellently preserved. The Economy Band, playing on homemade instruments of excellent quality, gave concerts several times a week and on Sundays. In later years this Band, conducted by John Duss, won national distinction on its long tours. They built their own printing press and experimented along many scientific and agricultural lines. In addition to concerts, and group and individual singing, three annual feasts were observed, celebrating the organization of the Society on February 15, a Harvest Home Festival early in August, and a Love Feast in October.

The Great House, a forty-five-room structure built of red brick, used as the frontispiece of this issue, stands today as an imposing example of the building genius of the Harmonites.

Originally designed as two separate homes for Father Rapp and for Frederick, they were brought together in 1832 by a one-story connection. While the two houses represent a clash in architectural design, they are, on the whole, harmonious in appearance. The interior of the Great House, consisting of large square rooms with high ceilings, ample windows, and numerous large fireplaces, is comfortable and inviting. The cellar still contains the original vaults which were used in the storage of wine, which was one of the Society's revenue-producing exports.

With the death of Father Rapp in 1847, came darker days for the Society, which, due to many causes within and without the Society, led to its ultimate insolvency in 1892. Its record then showed an indebtedness of \$1,474,958.58. While industrial progress and economic causes played an important part in the diminishing fortunes of the Society, it is held by many that excessive generosity contributed, in a large measure, to its ultimate financial extremity.

The records disclose that in the acceptance and rejection, in 1832, of the bogus Count De Leon and his followers, the Society granted to them a settlement of \$150,000. They loaned large sums of money to aid worthy individuals, and generously restored all payments made by mortgagors whose property came into their possession. They invested and lost half-a-million dollars in a single railroad enterprise. They sponsored and met fully the payments on the homes of all workers associated with their enterprises. They donated the land in Beaver Falls for the establishment of Geneva College. They made large relief contributions to the victims of the Pittsburgh fire in 1845, of the Chicago fire in 1871, of the first Johnstown flood in 1889, and to others in like disasters.

Beginning with 1894, a period of litigation began, continuing until 1913. Then came the end. Escheat proceedings were begun in 1910. In 1915 the General Assembly passed a resolution whereby the Commonwealth received \$15,000, and in addition, title to the Great House square which includes the beautiful garden, and to that part of Music Hall block which includes the Music Hall, wine cellar, carpenter shop, community kitchen, store, and two typical "Economite" dwellings. In 1919, the property was placed in the custody of the Pennsylvania Historical Commission, which is rapidly restoring it. The Commission has delegated to The Harmony Society Historical Association the actual care and maintenance of the buildings.

So ended one of several great social experiments of the nineteenth century. In Old Economy the beautiful gardens and halls seem yet to breathe an atmosphere of spiritual longing and bliss, and from its empty rooms comes the whispered story of a great faith and a supreme endeavor, of futile effort and an abandoned hope, of bewildered frustration and an inevitable defeat.

Educational Events CALENDAR

March

- 6- 9—Schoolmen's Week, University of Pennsylvania, Philadelphia
- 6- 9—Southeastern Convention District, Pennsylvania State Education Association, Philadelphia
- 14-16—Columbia Scholastic Press Association, Columbia University, New York City
- 15-16—16th Annual Junior-High-School Conference of New York University, New York City
- 15-16—Fifth Annual Pennsylvania State Debater's Convention, The Pennsylvania State College, State College
- 21-23—Eastern Commercial Teachers' Association, Hotel Ambassador, Atlantic City
- 22-23—Pennsylvania Senior and Junior Academy of Science, Washington and Jefferson College, Washington, Pennsylvania
- 26-29—Eastern District Convention, American Association for Health, Physical Education, and Recreation, Boston, Massachusetts. Headquarters, Hotel Statler.
- 27-29—National Catholic Educational Association, Kansas City, Missouri
- 27-31—Eastern Arts Association Convention, Philadelphia
- 29-30—Meeting of the Joint Basketball Rules Committee, Kansas City, Missouri
- 30-April 5—Biennial Convention, Music Educators National Conference, Los Angeles, California. Headquarters, Hotel Biltmore

April

- 1- 3—Second Annual National Consumer Education Conference, Stephens College, Columbia, Missouri
- 3- 5—Inland Empire Education Association, Spokane, Washington
- 3- 5—North Central Association of Colleges and Secondary Schools, Chicago, Illinois
- 4- 6—Eastern States Association of Professional Schools for Teachers, New York City
- 6 —Army Day
- 8-12—Southern Association of Colleges and Secondary Schools, Atlanta, Georgia
- 11 —Pennsylvania Federation of Historical Societies, Penn-Harris Hotel, Harrisburg
- 14-20—12th Annual Science and Engineering Fair held by the American Institute and the Science and Engineering Clubs, with the cooperation of the American Museum of Natural History, Education Hall, New York City
- 19-20—Third Annual Audio-Visual Education Conference of Western Pennsylvania, Pittsburgh
- 20 —Western Pennsylvania Industrial Arts Conference, State Teachers College, California
- 20 —Society for Pennsylvania Archaeology
- 23 —Society of State Directors of Health, Physical Education, and Recreation, Hotel Stevens, Chicago
- 24-25—American Association for the Advancement of Science, Tucson, Arizona
- 24-27—Annual Convention, American Association for Health, Physical Education, and Recreation, Hotel Stevens, Chicago
- 25-27—National Folk Festival, Washington

State Examinations CALENDAR

Examining Board

Date

Place

March

Barbers 5, 6, 7, 8 Philadelphia, Erie, Scranton, Pittsburgh, Harrisburg

April

Beauty Culture 16 Philadelphia, Erie, Wilkes-Barre, Pittsburgh, Harrisburg

Nurses 5, 6 Philadelphia, Pittsburgh, Wilkes-Barre, Harrisburg

Pharmacy 10, 11, 12 Philadelphia, Pittsburgh

Real Estate 13 Philadelphia, Erie, Wilkes-Barre, Pittsburgh, Harrisburg

May

State Scholarship Examinations 27, 28, 29 Every County Seat

June

Architects * Philadelphia, Pittsburgh

Barbers 4, 5, 6, 7 Philadelphia, Erie, Scranton, Pittsburgh, Harrisburg

Dental and D. Hygiene 18, 19, 20, 21, 22 Philadelphia, Pittsburgh

Optometry * Philadelphia

Osteopathy * Philadelphia

Pharmacy * Philadelphia, Pittsburgh

Veterinary * Philadelphia

July

Beauty Culture 16 Philadelphia, Pittsburgh, Erie, Wilkes-Barre, Harrisburg

Medical * Philadelphia, Pittsburgh

Osteopathic Surgeons * Philadelphia

Real Estate 13 Philadelphia, Pittsburgh, Erie, Wilkes-Barre, Harrisburg

August

Pre-Professional Examinations * Every County Seat

September

Barbers 3, 4, 5, 6 Philadelphia, Pittsburgh, Scranton, Harrisburg, Erie

Nurses 20, 21 Philadelphia, Pittsburgh, Wilkes-Barre, Harrisburg

October

Beauty Culture 14 Philadelphia, Pittsburgh, Erie, Wilkes-Barre, Harrisburg

Pharmacy * Philadelphia, Pittsburgh

Real Estate 12 Philadelphia, Pittsburgh, Erie, Wilkes-Barre, Harrisburg

November

Accountants * Philadelphia, Pittsburgh

Nurses * Philadelphia, Pittsburgh, Wilkes-Barre, Harrisburg

December

Architects * Philadelphia, Pittsburgh

Barbers 3, 4, 5, 6 Philadelphia, Pittsburgh, Scranton, Harrisburg, Erie

Dental and D. Hygiene * Philadelphia, Pittsburgh

*Dates not determined.

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“Give me the money that has been spent in WAR and I will clothe every man, woman and child in the attire of which kings and queens would be proud.

“I will build a school house in every valley over the whole earth. I will crown every hillside with a place of worship consecrated to the gospel of PEACE.”

—Charles Sumner